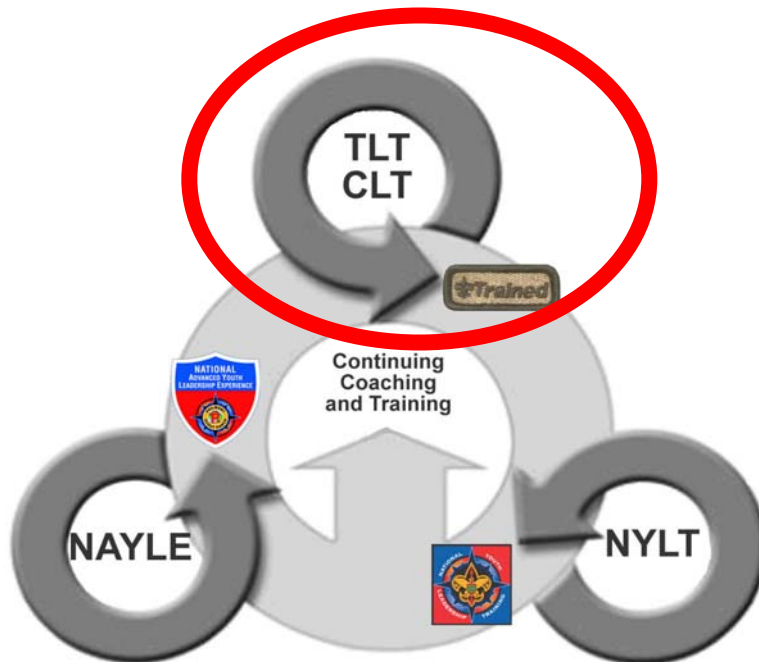


TROOP LEADERSHIP TRAINING



This is the Beta version of the new Troop Leadership Training syllabus. If you choose to use this in your troop training program we would appreciate your feedback on its usefulness and any suggestions you may have for its improvement.

Please email your comments to the NE Region Area 1 Training Chair, Terry Bass at Terry.Bass@stratus.com with copy to Knox Trail Council Training Chair, Frank Schimmoller at schimmf@gmail.com

Thank you for your continuing efforts to train our youth leaders,

Well trained youth leaders lead youth well!

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TROOP LEADERSHIP TRAINING

INTRODUCTION TO THIS COURSE

The First Step in the Youth Leadership Continuum

The purpose of Troop Leadership Training is to teach each troop member who has been elected or appointed to a leadership position about his new role and how to most effectively reach success in that role. It will help those youth leaders understand their responsibilities and will equip them with organizational and leadership skills to fulfill those responsibilities. TLT is the first course in the series of leadership training offered to Scouts. Completion of TLT is a prerequisite for Scouts to participate in the more advanced leadership courses National Youth Leadership Training (NYLT) and National Advanced Youth Leadership Experience (NAYLE). It is also required for Kodiak.

LEADERSHIP IN SCOUTING

Leadership is a vital part of the Scouting program. Scouts in leadership positions run the troop. They take care of the many tasks necessary for troop meetings and activities to run smoothly and well. By accepting the responsibilities of troop leadership, they are preparing themselves to be leaders throughout their lives.

Opportunities to develop leadership skills are every bit as important—if not more important—to Scouts and to Scouting in general as any recognition or advancement program. Scouting offers young people a rich and varied arena in which to learn and use leadership skills. It is also a way to keep the Scouts interested and involved—to keep them busy, organized, and trained and give them opportunities to lead.

Troop leaders encounter many responsibilities, including

- Organizing the troop
- Planning and organizing activities and meetings
- Assigning duties to others
- Planning menus and figuring out food costs
- Encouraging advancement
- Guiding the troop's involvement in problem solving
- Teaching outdoors, sports, or craft skills
- Ensuring troop safety during meetings and outings
- Helping other Scouts make the most of their own leadership opportunities
- Encouraging participation

The badge of office presented to a Scout who is accepting a position of troop leadership does not automatically make him a good leader.

ABOUT THIS COURSE

Troop Leadership Training is a guide meant to offer the Scoutmaster and senior patrol leader a flexible training program for the troop's youth leaders. It is not a syllabus to be

followed verbatim; every troop is different. Trainers can review the resource material and adapt it to their individual troop's needs.

Training Scouts to be leaders is an ongoing process that begins immediately when a Scout accepts a leadership position in his troop. Leadership experiences can be frustrating and disappointing for a Scout who is not given the knowledge, skills, and encouragement that he must have to fulfill his leadership assignment. It is the Scoutmaster's responsibility to make sure the Scout has all the necessary tools and to encourage the Scout to be successful through coaching and mentoring.

TLT is organized into three modules, each of which should take 60 to 90 minutes to complete, with additional optional games and challenges to enhance the leadership lessons (and fun) of the course.

- **Module One—Unit Organization** includes a description of each leadership position in the unit, including roles and responsibilities, troop organization, and introductions to vision and servant leadership.
- **Module Two—Tools of the Trade** covers some core skill sets to help the Scout lead, including communicating, planning, and teaching.
- **Module Three—Leadership and Teamwork** incorporates additional leadership tools for the Scout, including discussions of teams and team characteristics, the stages of team development and leadership, inclusion/using your team, ethics and values of a leader, and a more in-depth review of vision.

This course may be conducted over three different days, one module at a time, perhaps by conducting a module shortly before a regular troop meeting and incorporating some of the optional games into that troop meeting.

The course also may be conducted in one session lasting several hours. If this single-day format is used, it is very important to include several breaks, for two reasons: Without breaks, participants will become overloaded and bored; and participants often benefit from being able to immediately spend some time thinking about, discussing, and even applying new leadership skills to their roles (perhaps by writing goals or brainstorming about new activity ideas).

A preferred option is to spread this course over a weekend activity with meals, camping, or other activities interspersed between the modules. Make the TLT experience a fun event for the entire troop to look forward to.

BEFORE THE COURSE: One-on-One Coaching

The first step in Scout youth leadership training is introducing the Scout to the position he has agreed to serve. This introduction is an important occasion to give new Scout leaders the clear message that they have the ability to handle the position, that they are trusted, and that they can get all of the support and guidance they need in order to succeed. The introduction gives each of the Scout leaders an immediate overview of their obligations and opportunities as a leader, and it sets them off on the right foot toward becoming effective leaders.

In most cases, the Scoutmaster is the one who can most effectively conduct this introduction for the senior patrol leader and other new Scout youth leaders. The Scoutmaster may call on other appropriate leaders to conduct the introduction for each youth leadership position. Refer to the chart in the appendix for suggested leaders to conduct each introduction.

The next step in the Scouts' training is Troop Leadership Training, which provides them with a broader understanding of the troop, ways they can work with other youth leaders to make the troop a success, and strategies for dealing with many of the challenges they are likely to face.

WHEN TO CONDUCT THIS COURSE

When Scouts take on new leadership positions in the troop, they will immediately want to know what is expected of them and how they can fulfill their leadership obligations successfully. Although curious about the concept of leadership, they might not know whom to approach or even what questions to ask. The three TLT modules have been developed to help the youth leaders understand their roles and to provide them with a foundation for successfully executing their leadership responsibilities.

TLT should be conducted immediately or shortly after new terms of office begin. The length of terms of office varies from troop to troop (and even from year to year within a troop). Ultimately, it's up to your troop to determine when to conduct TLT.

This training is most constructive when attended by six or more Scouts. If the troop is small and does not have enough youth leaders for an effective session, work with the troop committee to identify other troops in the area with whom you can organize a cluster-training event.

Upon completion of Troop Leadership Training, the Scout is qualified to wear the "Trained" emblem on his uniform.

Who participates in this course?

This course is for every Scout in the troop who holds a leadership position, including all elected positions and any appointed positions at the discretion of the troop. In some troops, this might mean that this course is for every youth member! In fact, it's desired that every

member of the troop have some kind of leadership responsibility every year, even if it's just a minor responsibility.

While there is content in TLT that will help adults to serve the troop effectively, this isn't the course for them. Scoutmaster and Assistant Scoutmaster Leader Specific Training and Wood Badge for the 21st Century are the appropriate courses for adults to attend to receive troop operations and leadership training. Adults may participate peripherally in TLT as trainers or passive observers. In some cases, it might even be fun and valuable to let a group of adults execute some of the games and see how they compare to the youth groups in performance.

It is strongly preferred that every troop leader participate in this course at the start of each term of office, even if he has participated before and even if he is serving in an office he has held before. It is beneficial for the group of youth leaders to go through this course together, even if only some of them are new leaders. Two key purposes of this course are the establishment of personal goals for each youth leader and the effective formation of the youth leadership team. Both of these purposes are best achieved if all the youth leaders do this together.

A troop with experienced leaders who have been through this course before should consider utilizing prior graduates as trainers for some of the segments or as facilitators for some of the games and challenges in this course. Youth leaders who have previously graduated from National Youth Leadership Training can also be utilized, especially in modules two and three.

MESSAGE TO THE SCOUTMASTER—YOUR ROLE AS A LEADER

It is the Scoutmaster's privilege and responsibility to organize and lead Troop Leadership Training. You may also want or need to involve other trained adult leaders—and of course you should involve previously trained Scouts. As you train the troop leadership team with TLT, you and your youth leaders will gain a greater sense of mutual trust and, ideally, see how useful a shared style of leading will be in the troop.

The Scoutmaster is part of the team being built, so it is imperative that he or she is actively involved in the training exercise. Wherever possible, include the troop's trained Scout leadership in presenting the TLT course material. Have experienced Scouts teach less experienced Scouts: One of the best ways to thoroughly learn a subject is to teach it. The senior patrol leader should have a prominent role if he has previously received this training. Scouts who have attended NYLT may also be an excellent source of instructors. Adult leaders with specific roles within the troop to coach and mentor specific youth leaders should also be involved (e.g., quartermaster, chaplain).

Do note that while we aim to have our youth leaders lead, we do NOT abdicate all responsibility to the youth. Adults must play a critical role in advising and providing feedback and guidance and are, in fact, responsible for the troop. Youth do not call all the shots just because they are youth. Adults need to work in concert with our young leaders, allowing them the freedom to learn from mistakes but also providing guidance as needed.

Remember the three basic roles of the Scoutmaster: to ensure that the rules and standards of the chartered organization and the Boy Scouts of America are followed, to serve as a mentor and role model to the Scouts, and to *train youth leaders*.

PREPARING TO CONDUCT TROOP LEADERSHIP TRAINING

It is wise to schedule this course into your troop's annual calendar well before elections are conducted. This way, each youth leader candidate knows in advance that he will be expected to participate in this course when he accepts a leadership position.

Be sure to utilize former graduates or trainers of TLT to deliver the segments of this course. In a troop where no former graduates are available for the course, consider using someone from another troop who is. The few supplies needed to conduct this course are easy to obtain, but not on a moment's notice. A kit can easily be built to serve a troop every time it conducts this course. In several places, there are opportunities to choose an activity. Try to change which activities are used each time this course is conducted to help keep it original and fun for repeat participants.

Remember to provide position patches and Trained emblems, available from your Scout shop, for each participant to wear on his Scout uniform.

To assist you in preparing and conducting this training, each module includes the following:

- A module overview that includes the time needed (for either 60- or 90-minute sessions)
- Preparation to do before presenting the module
- Materials needed for the module activities
- Core module training, including content, participant games/experiences, reflection topics, teaching points, and leader comments

To help ensure productive training sessions, do the following.

- Review the materials well ahead of time and determine who should assist in presenting the training. Wherever possible, use adults and Scouts who are trained for their positions.
- Determine which initiative games and experiences to include in each module.
- Set a time, date, and location that are convenient for the adult leaders who will be attending.
- Choose a location with comfortable seating and enough space. Review the games and experiences planned for the module, and ensure the room/location is suitable for each planned activity.
- Review the concepts of the Teaching EDGE and the Trainer's EDGE to aid in your teaching skills.
- Prepare the training aids you will need to conduct the session and have them on hand well in advance.
- Plan and practice how you will present each portion of the session.

- Rehearse with any assistant trainers, if needed.
- Double-check that you have enough fun, variety, and activity in the planned training to keep the Scouts' attention and interest. Make it fun to learn to lead!
- Schedule 60 to 90 minutes for each session, but remain flexible in how much time the group spends on each phase of its training. Give Scouts plenty of time to complete discussions and ask questions, but if a portion of the session begins to drag, move on.

PREPARING THE SENIOR PATROL LEADER

The Scoutmaster should conduct the introduction for the senior patrol leader. It is essential that the Scoutmaster and senior patrol leader begin forming a team and gaining a sense of mutual trust and understanding as soon as possible. If time permits, the Scoutmaster should conduct a special training session with the senior patrol leader prior to the first TLT module. This will enable the senior patrol leader to begin demonstrating leadership and fulfilling his leadership role *during* the TLT training.

Once TLT becomes an established troop activity that occurs each time the troop leadership transitions to a new team, it will become common for the new senior patrol leader to have already received TLT training, and this session can simply be a refresher to help the Scout focus on the specifics of his new role as senior patrol leader.

Where appropriate, encourage the Scouts to select a senior patrol leader and other senior youth leaders who are graduates of the National Youth Leadership Training course. The Scouts and troop will significantly benefit when their senior patrol leader has learned the advanced skills and concepts taught during NYLT.

TRAINING THE NEW SENIOR PATROL LEADER

The following discussion should take place between the Scoutmaster and a new senior patrol leader before the Module One—Unit Organization training session takes place. It is important that a new senior patrol leader be trained first, so that he may fully participate in the training of other Scout leaders.

BREAKING THE ICE

Make the first meeting either informal or formal, depending upon your personal style. Establish a good working relationship with the new senior patrol leader. You may choose to get together informally for the first meeting at a public coffee shop or restaurant. Whatever you choose, welcome the senior patrol leader to this special session. Explain that you will help him grow in this role and in leadership skills, as well as in his Scouting skills. He will grow in his ability to work with his peers and with adults, and he will make a substantial contribution to the Scouts in the troop.

Now ask him to mention some of the benefits he feels a young man can get from Scouting.

He will probably start with the fun things—camping, hiking, outdoor skills, trips, making friends. Guide him toward understanding Scouting’s role in developing personal growth—the values of citizenship, character, ideals, and overall fitness. As the two of you discuss this, help him understand that he is an important influence who can cause such growth to take place and that it is a major part of his role as senior patrol leader to influence other Scout leaders in a positive way.

Caution: Don’t bog down this discussion with trivial issues. Explain that the patrol method is what makes Scouting special. The senior patrol leader makes the difference in whether the troop is an effective troop. Together, you as Scoutmaster and he as senior patrol leader will make the difference. Explain that it is his responsibility to lead the troop through the patrol leaders’ council. Explain that although it is your responsibility to give him direction and support, he is the key leader.

Help the new senior patrol leader to understand that everything the troop does should be as a result of decisions made by the patrol leaders’ council, which he leads. Be quick to assure him that you will have many opportunities to discuss these meetings together and that you will certainly be there to help him.

POSITION DESCRIPTION

Give the senior patrol leader a copy of the pocket card for his position description. Explain that the two of you will walk through this summary of his principal duties to give him an overall idea of what his position entails. Discuss each point individually. As you do so, encourage him to react with comments and questions. Invite the senior patrol leader to make notes. Some of these topics can generate an exciting discussion, but be careful not to let the meeting run too long.

EXPECTATIONS

Tell the senior patrol leader that all of the points in the position description just discussed add up to leadership and service. Make it clear that he is not required to DO everything that needs to get done—he is responsible for ensuring that everything GETS DONE. If needed, coach him on the value and necessity of delegating to others. In addition to the position description, tell him that you expect the following from him.

- Live by the Scout Oath and Scout Law.
- Agree on a written vision of success for his term of office and a plan to get there.
- Set a good example (uniform, language, behavior).
- Participate in Troop Leadership Training.
- Continue with his own advancement requirements while serving as senior patrol leader.
- Devote the time necessary to handle the responsibilities of the position.
- Work with other troop leaders to make the troop go.
- Attend the council National Youth Leadership Training course (a leadership growth opportunity) if he has not already done so.

Now tell the senior patrol leader it is time to turn the discussion around to what he can expect from you. Tell him that you have reviewed what he is expected to do, and it's a big task, but he is not expected to do it alone. He can expect the following from you.

- You and he will have many meetings in preparation for his role.
- You will be available for discussions or phone calls (give best times).
- You will back up his decisions within reason (give some examples).
- You will listen to his ideas.
- You will be fair.
- You will listen to all sides of any issue.
- You will set a good example for him (uniform, language, behavior, etc.).
- You will provide direction, coaching, and support.
- You will share a vision of success for the troop and a plan to get there. (Do this now.)

RESOURCES

Refer to the description card for his position and point out other materials that he will need to use in training other Scout leaders. Point out specific tools from the *Scoutmaster Handbook*, *Patrol Leader Handbook*, *Senior Patrol Leader Handbook*, and *Boy Scout Handbook*. Suggest that he review these materials to help him learn his role. Give him a copy of the *Senior Patrol Leader Handbook*.

CONTINUING TRAINING

Almost everything the Scout does will contribute to his training. Much of his training will come from mutual leadership and counsel during his tenure as senior patrol leader. Tell him that he can qualify to wear the Trained emblem on his uniform after completing Troop Leadership Training. Explain that you expect him to help conduct the training.

QUESTIONS

Give the Scout an opportunity to ask questions. Answer them the best you can.

FOLLOW-UP

Be certain that you follow up weekly with the senior patrol leader, as you both agreed, so you can mutually evaluate each assignment. As time passes, go back to the plan for success to which you both agreed and benchmark his progress. For his time in office, this senior patrol leader's success, in large part, will determine the troop's success. Don't let him fail. Set him up for success. Always be prepared for his next assignment at the weekly meeting.

RELATIONSHIP

Express to the Scout that this was a get-acquainted meeting and that you hope it will be the first of many more meetings. Help him understand this and encourage him to discuss his

thoughts and concerns with you. Be sincere; really mean it. Give him a Scout handshake and a big smile, and if appropriate, tell him how much you enjoyed the discussion.

INITIATIVE GAMES

Including initiative games during the teaching of TLT will broaden the Scouts' experience and help bring home key points in the training. Recommended initiative games and experiences/activities are listed in each module. Alternative initiative games—to add variety for troops that routinely conduct TLT and have multiple Scouts who go through the course more than once—are included in appendix B.

Initiative games and cooperative games are different from many games with which we are familiar. What's different is the way the participants play them. Initiative games are purposeful activities with specific goals and learning processes that are less competitive and more cooperative. They can best be described as “action and reflection” experiences. These games:

- Have a specific objective or objectives, such as cooperation, trust, or imagination, through physical and verbal group activity.
- Are problem-solving in nature.
- Must be talked about or reflected upon to have the maximum impact on participants.
- Are fun.

How to Use These Games and Skill Events

The following outline walks you through the steps you should consider in using the games.

Be Prepared!

- *Familiarize yourself with the activity* you have chosen. Know how the game is played, what the objectives are, and how its parts lead to the learning objective.
- *Plan a strategy* ahead of time so you can help the Scouts if they get into trouble with the game.
- *Determine space and equipment requirements.* If you're not sure what a particular game will take, try it out ahead of time to avoid last-minute snags.
- *Review the questions provided after each reflection.* Think about some questions you can add to the reflection following the activity. You may want to jot down some notes during the game. Each activity has sample questions to get you started.

Present the Game

- *Make the rules clear.* Be sure the Scouts understand the problem they must solve or the skill to be learned before they begin. Emphasize that there should be *no put-downs or harassment* during the activity.

- *Stand back.* Let the Scouts solve the problem themselves. Even though you might know a better solution, let them figure it out for themselves. They will learn the most from an experience they have worked through on their own.

Lead the Reflection

- *Lay the ground rules for discussion.* See below for how to conduct a reflection.
- *Facilitate the discussion.* Be positive and ensure both the game and the reflection is a fun learning experience.
- *Use thought-provoking questions.* Be prepared. Know what you're going to ask so you can get the Scouts talking and draw key lessons out into the discussion. Each game is part of the learning experience for the module, so be familiar with the teaching points you are trying to bring out in the reflection.

HOW TO CONDUCT A REFLECTION

Often, the reflection is the most meaningful part of an exercise. Reflecting on an activity should take no more than a few minutes. The more you do it, the easier it becomes for both you and your Scouts. Remember that the values of Scouting often lie beneath the surface. Reflection helps you ensure that these values come through to your Scouts.

We can make our experiences more meaningful and effective if we reflect upon them. In Scouting, reflection is simply the process of the Scouts talking about their experiences immediately after an exercise or activity with a little bit of wise moderating.

In TLT, these reflections are how the teaching points are brought out. Each game and activity in the course has a purpose and is a tool for enabling the training. It is essential that you conduct meaningful and relevant reflections and draw out the teaching points.

Reflection provides an opportunity for everyone in the group to have input into what happened. Reflection is best accomplished by asking open-ended questions such as "What," "How," "When," and "Where." There are no right or wrong answers, just ideas, opinions, and insights.

Using reflections to evaluate troop activities will result in improved engagement by your Scouts in future planning and execution of activities. Leading reflections is a simple process that can greatly enhance the learning process.

- *Lay the ground rules for discussion.* Have the Scouts sit so they can see one another, and ask them to agree not to interrupt or make fun of one another. Let them know they are free to keep silent if they wish.

All participants should be reminded of the basic ground rules of reflections:

1. No putdowns allowed; every response is welcome and valid.
2. The person conducting the session should not show disapproval of a response or a person, either verbally or nonverbally

- *Facilitate the discussion.* As the leader, avoid the temptation to talk about your own experiences. Reserve judgment about what the Scouts say to avoid criticizing them. Help the discussion get going, then guide the discussion to the teaching points through effective open-ended questions. You want the teaching points to come from the Scouts, but you want them to get to the key points. If you describe what you saw, be sure that your comments don't stop the participants from adding their own thoughts. Above all, be positive. Have fun with the activity and with the processing session.

- *Use thought-provoking questions.* Have some questions in mind prior to starting the reflection. Know where you want the reflection to head and what lessons you want to ensure are drawn out of it. The reflection discussion may often head in directions you had not thought of or known about, but ensure it also covers the key concepts that you as the leader saw as important to the training. The following types of questions are useful in reflecting:
 - *Open-ended questions.* Avoid "yes" and "no" answers. "What was the purpose of the game?" and "What did you learn about yourself?" are better.
 - *Feeling questions* require Scouts to reflect on how they feel about what they did. "How did it feel when you started to pull together?"
 - *Judgment questions* ask Scouts to make decisions about things. "What was the best part?" or "Why was it a good idea?"
 - *Guiding questions* steer Scouts toward the purpose of the activity and keep the discussion focused. "What got you all going in the right direction?"
 - *Closing questions* help Scouts draw conclusions and end the discussion. "What did you learn?" or "What would you do differently?"

- *Close the reflection.* Wrap up the discussion and briefly summarize the key points and ideas that were raised during the reflection.

The reflection facilitator acts as a moderator, initiating conversation by asking questions and encouraging fruitful conversation that leads toward the objective of the teaching segment. When a participant states an important point, it is worth repeating or restating to strengthen its impact on the group, or seeking additional clarification or viewpoints. If the facilitator is successful in getting the participants to state all the reflecting points provided in each game, then little follow-up is needed beyond a summary statement. This teaching method is effective because the participants learn actively and because the teacher gets to hear the digested learning of the participants and therefore knows if important lessons have been learned.

MODULE ONE—UNIT ORGANIZATION

Module Overview

Content	Time
Introduction to the Troop Leadership Training Course	5 minutes
Introduction to Vision	5 to 10 minutes
Troop Organization	20 to 35 minutes
Individual Roles and Responsibilities	25 to 30 minutes
Introduction to Servant Leadership	5 to 10 minutes

Preparation

- Obtain or create a troop organization chart for your troop (see appendix), or use the samples found in the *Scoutmaster Handbook*.
 - Understand the roles and responsibilities for every leadership position in the troop. Identify assistant trainers who may be needed to effectively review these roles and responsibilities.
-

Materials

- The *Patrol Leader Handbook* for every patrol leader or at least one per troop as a reference
 - Position description cards for every Scout leadership position
 - Troop organization chart for your troop
 - Several (10 to 20) balloons for the Role Toss Game
 - A permanent extra-broad-tip marker
 - A rigid lightweight stick or hoop for the Helium Stick game
 - A white board, chalkboard, or easel with a pad of paper (optional)
-

LEARNING OBJECTIVES

- Understand the various leadership roles within the troop, both elected and appointed, as well as the dynamics of having everyone be involved in the success of troop activities.

This course provides examples of troop organization charts and position descriptions, but each troop is allowed to modify these assignments as long as all responsibilities are fulfilled and real leadership remains a youth role. It is important to have clearly defined responsibilities for each troop position, so it is a requirement that each troop prepare

appropriate materials by using those provided by this course, modifying these materials, or creating original materials.

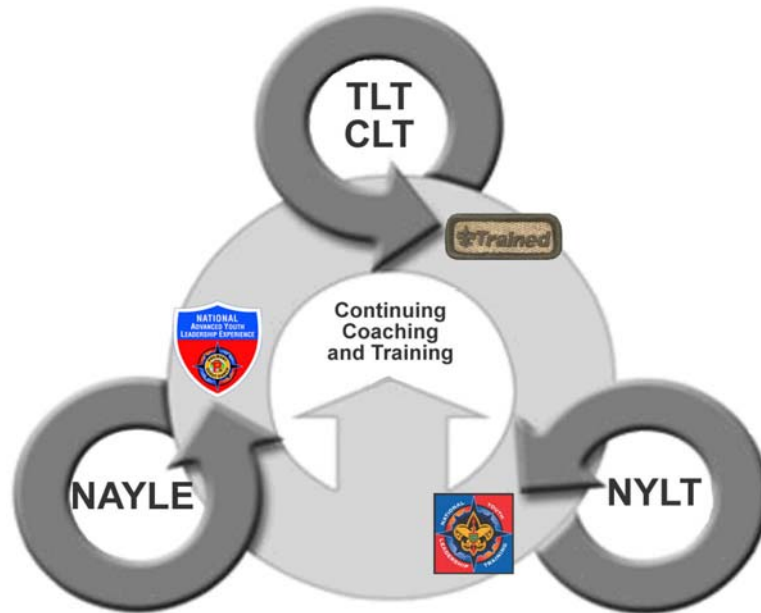
CORE MODULE TRAINING

INTRODUCTION TO THE TROOP LEADERSHIP TRAINING COURSE

Discussion: Explain to the Scouts the purpose of this course.

The purpose of Troop Leadership Training (TLT) is to provide the core foundation for troop-level leadership skills every leader should know. The objective of TLT is to give you a clearer picture of how your position fits in the troop and how you can make a difference. It is also designed to give you additional tools and ideas for fulfilling your role as a leader in the troop. We will discuss how the troop is organized and what other youth leaders and adults you can rely upon in your leadership role. Then we'll review some key leadership skills and ideas to help you fulfill your role in the troop.

Explain where TLT fits in the Scout leader's training continuum:



TLT to Kodiak (optional experiential course to reinforce TLT skills) to NYLT to NAYLE

Discuss any necessary logistics—when and where modules two and three will be taught, etc.

Tell the Scouts that they have been selected to be leaders in their troop. This is both an honor and a responsibility. Being a leader is not about being the person in front, or wearing the patch, or being the boss. Good leaders are not “all about themselves.” They understand that the reason to lead is because they can make a difference in the troop and help make those they lead successful in their roles and in all they do.

The badge of office each Scout received when he accepted the position of leadership did not automatically make him a good leader. The skills and information he learns during TLT can help him get started in his leadership experience. The Scouts who have already had leadership positions in the troop can pick up new ideas during TLT and continue to develop their skills while serving in their new positions. TLT will help each youth leader gain the knowledge and skills he will need to fulfill his leadership assignment.

INTRODUCTION TO VISION

Tell the Scouts that *vision* is critical to success in any role or project. You must first know what success looks like before you can reach that success.

In Scouting, a troop’s vision is something developed and shared by all members, and it identifies where the troop is “going” . . . what it wants to accomplish. As an individual, you probably have a number of visions but may not have articulated them. We will discuss vision more thoroughly in module three, but each Scout should be thinking about his vision of success in his new role, as well as that for the troop.

Share the vision that the senior patrol leader created during his discussion with the Scoutmaster. Along with the rest of the troop, create some goals to help the troop reach this vision of success.

At the end of this course, you’ll be asked to state a vision for your term of office and establish some goals to help you accomplish that vision. Think about your vision and some likely goals as we continue, and take the time to record or discuss them during breaks.

TROOP ORGANIZATION

Show the troop organization chart (may be adapted to the organization of your troop).

Notice that across the organizational chart, there are associated Scout and adult positions: The senior patrol leader works closely with the Scoutmaster, and the youth leaders work closely with other adults.

Also notice that leadership positions have responsibilities to one another. The senior patrol leader manages other youth leaders and is responsible for their performance.

Your troop has a number of important youth leadership positions. The highest positions are elected and serve for a period of time in those positions (a “term of office”). There are a number of appointed leadership positions available, with varying levels of skill and commitment required to fulfill. We hope that every troop member will be encouraged to accept some kind of leadership position every year in the troop.

INDIVIDUAL ROLES AND RESPONSIBILITIES

Boy Scout Positions.

Senior Patrol Leader: The senior patrol leader and his assistant(s), who are elected or appointed from and by the youth membership, run the troop. These youth are responsible for seeing that the troop runs well, grows, and meets the needs of the members. The number of lead youth is dependent on the size and needs of the troop and can change over time. Following is a summary of the responsibilities of each position in a typical troop. A position description card, the *Boy Scout Handbook*, the *Scoutmaster Handbook*, and your Scoutmaster will provide additional details for each position.

Position Description: Senior Patrol Leader

- Preside at all troop meetings, events, and activities and the annual program planning conference.
- Chair the patrol leaders’ council.
- Appoint youth leaders with the advice and consent of the Scoutmaster.
- Assign duties and responsibilities to other youth leaders.
- Work with the Scoutmaster in training youth leaders.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.

Position Description: Assistant Senior Patrol Leader

- Be responsible for training and giving direct leadership to the following appointed youth leaders: historian, Order of the Arrow troop representative, scribe, librarian, instructor, quartermaster, webmaster, chaplain aide.
- Help lead meetings and activities as called upon by the senior patrol leader.
- Guide the troop in the senior patrol leader’s absence.
- Perform tasks assigned by the senior patrol leader.
- Function as a member of the patrol leaders’ council.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.

Position Description: Patrol Leader

- Plan and lead patrol meetings and activities.
- Keep patrol members informed.
- Assign all patrol members a task, and help them succeed.

- Represent the patrol at all patrol leaders' council meetings and the annual program planning conference.
- Prepare the patrol to take part in all troop activities.
- Show and help develop patrol spirit.
- Work with other troop leaders to make the troop run well.
- Know what patrol members and other leaders can do.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.

Position Description: Assistant Patrol Leader

- Help the patrol leader plan and lead patrol meetings and activities.
- Help the patrol leader keep patrol members informed.
- Help the patrol leader prepare the patrol to take part in all troop activities.
- Lead the patrol in the patrol leader's absence.
- Show and help develop patrol spirit.
- Represent the patrol at all patrol leaders' council meetings in the patrol leader's absence.
- Work with other troop leaders to make the troop run well.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.

Position Description: Troop Guide

- Introduce new Scouts to troop operations.
- Guide new Scouts through early Scouting activities.
- Shield new Scouts from harassment by older Scouts.
- Help new Scouts earn the First Class rank in their first year.
- Coach the patrol leader of the new-Scout patrol on his duties.
- Work with the patrol leader at patrol leaders' council meetings.
- Attend patrol leaders' council meetings with the patrol leader of the new-Scout patrol.
- Assist the assistant Scoutmaster with training.
- Coach individual Scouts on Scouting challenges.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.
- Teach basic Scout skills.

Position Description: Den Chief

- Serve as the activities assistant at den meetings.
- Meet regularly with the den leader to review the den and pack meeting plans.
- If serving as a Webelos den chief, help prepare boys to join a Boy Scout troop.
- Project a positive image of Scouting.

- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.

Position Description: Historian

- Gather pictures and facts about past activities of the troop and keep them in scrapbooks, wall displays, or information files.
- Take care of troop trophies and keepsakes.
- Keep information about troop alumni.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.

Position Description: Order of the Arrow Troop Representative

- Serve as a communication link between the lodge or chapter and the troop.
- Encourage year-round and resident camping in the troop.
- Encourage older-Scout participation in high-adventure programs.
- Encourage Scouts to actively participate in community service projects.
- Assist with leadership skills training in the troop.
- Encourage Arrowmen to assume leadership positions in the troop.
- Encourage Arrowmen in the troop to be active participants in lodge and/or chapter activities and to seal their membership in the Order by becoming Brotherhood members.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath, Scout Law, and OA Obligation.
- Show and help develop Scout spirit.

Position Description: Librarian

- Establish and maintain a troop library.
- Keep records on literature owned by the troop.
- Add new or replacement items as needed.
- Have literature available for borrowing at troop meetings.
- Maintain a system to check literature in and out.
- Follow up on late returns.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.

Position Description: Quartermaster

- Keep records of patrol and troop equipment.
- Keep equipment in good repair.
- Keep equipment storage area neat and clean.

- Issue equipment and see that it is returned in good order.
- Suggest new or replacement items.
- Work with the troop committee member responsible for equipment.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.

Position Description: Scribe

- Attend and keep a log of patrol leaders' council meetings.
- Record attendance and dues payments of all troop members.
- Record advancement in troop records and on the Troop/Team Advancement Chart.
- Work with the appropriate troop committee members responsible for finance, records, and advancement.
- Handle correspondence appropriately.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.

Position Description: Instructor

- Instruct Scouting skills as needed within the troop or patrols.
- Prepare well in advance for each teaching assignment.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.

Position Description: Chaplain Aide

- Keep troop leaders apprised of religious holidays when planning activities.
- Assist the troop chaplain or religious coordinator in meeting the religious needs of troop members while on activities.
- Encourage saying grace at meals while camping or on activities.
- Lead worship services on campouts.
- Tell troop members about the religious emblems program for their faith.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.

Position Description: Junior Assistant Scoutmaster

- Function as an assistant Scoutmaster (except for leadership responsibilities reserved for adults 18 and 21 years of age or older).
- Accomplish any duties assigned by the Scoutmaster.
- Set a good example.
- Wear the Scout uniform correctly.

- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.

Position Description: Webmaster

- Establish and maintain a troop Web site.
- Manage the troop’s electronic communication tools.
- Work with the troop leaders to provide up-to-date troop information.
- Work with the scribe.
- Set a good example.
- Wear the Scout uniform correctly.
- Live by the Scout Oath and Scout Law.
- Show and help develop Scout spirit.

ACTIVITIES FOR “INDIVIDUAL ROLES AND RESPONSIBILITIES”

Role Balancing (balloon toss)

Equipment—balloons (about a dozen) inflated, permanent extra-broad-tip marker
 Ask the leader (preferably the senior patrol leader) to step forward. Ask the leader to name a responsibility needed to run the troop’s program, and write that on a balloon. Hand that balloon to the leader with instructions to keep that balloon in the air and avoid having it fall to the floor. After a moment, repeat the question and response, write on the balloon, and add this balloon to the task of keeping the first balloon in the air. Repeat until the leader has too many balloons in the air and is struggling with the “roles.”

Explain: “As the leader, you are responsible for keeping all these balloons, representing all your roles, in the air and getting accomplished. Would you like some help?” (Response: “Yes.”) “Ask someone to handle one of your roles.”

Repeat the giving of new roles and passing those roles (balloons) to others until everyone in the troop has a balloon and a responsibility.

If the group finds this activity easy, increase the difficulty by requiring them to adapt when a leader (or two) is removed from the game, just as a leader might need to take a break from his role because he is ill or responding to a crisis in another part of his life.

Reflection: How well could the leader juggle all those balloons, and why? Why is it important to get everyone involved—to give everyone at least one role?

THE YOUTH-LED TROOP

Discussion: Briefly discuss leadership in Scouting and the value of the youth-led troop.

Empowering Scouts to be leaders is one of the core principles in Scouting. Scouting is designed to help Scouts prepare to participate in, and give leadership to, American society. A troop is a small democracy. Within the safety framework provided by the adult leaders,

and with the Scoutmaster's direction and mentoring, the Scouts plan and implement the troop program. Scouts serve in positions of responsibility to make that happen.

GAME—Yurt Circle: Play a teamwork game—experience working together and cooperating as a group. (A yurt is a circular tent of felt or skins on a collapsible framework, originated by nomads in central Asia. Yurts are noteworthy structures because they derive their strength from having structural members that pull away from each other under tension, making them flexible yet strong, while most structures are supported by rigid members under compression, making them inflexible.)

Ask everyone (there must be an even number of participants, so add or subtract a trainer as needed) to join hands and expand the circle outward until everyone feels some gentle pull on his arms from each side. Ask the participants to spread their feet to shoulder width and in line with the circumference of the circle. Now ask the participants to count off by twos. Now ask all of the “ones” to slowly lean in toward the center of the circle and all of the “twos” to lean out (without bending at the waist and without moving their feet). If the participants cooperate properly, each person can accomplish a remarkable forward or backward lean. Now ask the group to reverse positions. There will be some difficulty, but let them keep trying. As the trainer, do not direct how the group accomplishes the game—let them lead and direct themselves. Get involved if you have any safety concerns.

Reflection: Lead a discussion regarding working together as a team and the purpose and value of the youth-led troop. Ask a few brief questions about the game, then shift into a reflection about the youth-led troop and how it's implemented in your troop. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- During the game, who lead the group? Did someone step in as the leader, or did the group cooperate as equals?
- If someone stepped up, why did the group follow their lead?
- Did the size or age of the Scouts affect how the “leaning” worked?
- Why does Scouting have Scouts take on leadership roles in the troop?
- What do the Scouts lead in your troop?
- What do they not yet lead?
- What could the leadership team try to add to the list that Scouts accomplish during this period as Scout leaders?

Some key teaching points:

- Often, natural leaders will step in when a leader is needed to help the group succeed.
- Sometimes, the group can accomplish a task through group cooperation and a mutual interest in success without a specific leader.
- Most everything in Scouting can be accomplished by Scouts of various ages and sizes by working together as a team and perhaps making a few adjustments here and there (e.g., by switching people around the circle or coaching a younger Scout about a successful technique).

- Scouting gives Scouts the opportunity to learn and practice leadership skills.
- Scouts will learn to lead by practicing leading and experiencing the results of their hands-on leadership efforts.
- If there are additional challenging roles or activities in your troop that the Scouts are ready to accept, coach them through identifying the first few steps to start implementing the change or identifying someone to be responsible for coordinating that effort later.

Group discussion: Discuss the patrol leaders' council in your troop.

If your troop has an effective patrol leaders' council, ask leading questions to get the group to discuss how the troop's patrol leaders' council operates, and share information with Scouts who may be new to the process. If necessary, use this time to coach the group in how a properly conducted patrol leaders' council meeting works.

The patrol leaders' council plans and runs the troop's program and activities. Composed of specific members of the Scout leadership team, the patrol leaders' council meets routinely (usually monthly) to fine-tune upcoming troop meetings and outings. The senior patrol leader runs the patrol leaders' council meeting. The Scoutmaster and other adult leaders attend as coaches, mentors, and information resources. The Scoutmaster allows the senior patrol leader and Scouts to run the meetings and make decisions, stepping in with suggestions and guidance whenever that will enhance the program for the troop and Scouts.

GAME—Helium Stick: Experience working together and cooperating as a group.

Have the Scouts stand in two lines facing each other an arm's length away and hold out their two index fingers in front of them at chest height. Place a light rigid stick (e.g., a bamboo stick) horizontally between them so the stick is resting on each Scout's two index fingers. The stick should be resting equally on the Scouts' fingers. No one may grasp the stick or curl his fingertips around it.

Ask the Scouts to lower the stick to the ground as a group with no fingers losing contact with the stick. Every Scout's fingers must remain in contact with the stick while it is lowered. If someone's finger comes off the stick, reset the group to the starting position and try again.

Note: The tendency is for the stick to rise, because the collective force used to keep fingers in contact with the stick is greater than the gravitational force (weight) of the stick. Use a stick that is light enough for this effect to occur, given the number of people in the group.

Any rigid, lightweight stick or tube will do. The more Scouts involved, the heavier the stick can be, but it's important the stick is not too heavy to outweigh the "lift" tendency. You can use other materials than sticks—a hoop will also work if you can get all the Scouts around it. Ideas for sticks: interconnecting tent poles, taped-together houseplant sticks or kite struts, straightened-out wire coat hangers, wooden dowel rods, bamboo poles, fishing rods.

Variations if the group is successful quickly:

- Start with the stick at ground height, raise it to shoulder height and lower it back to the ground.
- Issue two sticks per team—one finger for each stick.
- Just before starting the exercise, ask team members to press their outstretched fingers onto the edge of a table for 30 seconds. This confuses the brain still further and increases the tendency for the stick to rise.

Reflection: Lead a discussion regarding working together as a team and the purpose and value of having the youth as the leaders of the troop. Ask a few brief questions about the game, then shift into a reflection about the patrol leaders' council and how it's implemented in your troop. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- Why did the stick rise when we wanted it to go down?
- Did you anticipate the problem? How did you fix it?
- How did you deal with people's fingers losing contact?
- During the game, who lead the group? Did someone step in as the leader or did the group cooperate as equals?
- Has the patrol leaders' council in the troop been running as effectively as it could?
- Do Scouts in leadership positions usually come to the patrol leaders' council well-prepared?
- What would the group like to do differently or improve during this leadership term?
- What guidance and coaching do you want to share with the newest members of the leadership team?

Some key teaching points:

- The stick has a tendency to rise because the collective force used to keep fingers in contact with the stick is often greater than the gravitational force (weight) of the stick.
- Cooperation, teamwork, and coaching one another were likely keys to everyone getting the stick to settle down and being able to manage the stick to the ground together.
- Coach the Scouts through developing possible ways to implement their patrol leaders' council meeting improvement ideas.

Leader Comments: Just as adult leaders must step back and enable Scout leaders to lead the troop, senior Scout leaders must work with, train, and encourage less-senior Scout leaders in the troop to fulfill their roles and practice their own leadership skills.

Discuss leadership: Ask the Scouts to define leadership.

Introduce the position description cards found in Troop Leadership Training. Give each Scout the card for his role.

Topics to emphasize during this discussion include:

- Teamwork
- Using one another's strengths
- Not trying to do it all yourself
- Doing what you said you'd do
- Being reliable
- Keeping one another informed
- Being responsible
- Caring for others
- Delegating
- Setting the example
- Praising in public; criticizing in private
- Leading yourself

Group discussion: Review some tips for being a good leader in the troop. Rather than reading this list to the group, ask leading questions to get the Scouts to develop most of these tips and ideas themselves. Consider having the scribe, historian, or another Scout write the tips on a whiteboard, chalkboard, or easel pad if available as the Scouts come up with their ideas.

- *Keep your word.* Don't make promises you can't keep.
- *Be fair to all.* A good leader shows no favorites. Don't allow friendships to keep you from being fair to all members of your troop.
- *Be a good communicator.* You don't need a commanding voice to be a good leader, but you must be willing to step out front with an effective "Let's go." A good leader knows how to get and give information so that everyone understands what's happening.
- *Be flexible.* Everything doesn't always go as planned. Be prepared to shift to "Plan B" when "Plan A" doesn't work.
- *Be organized.* The time you spend planning will be repaid many times over.
- *Delegate.* Some leaders assume that the responsibility will not get done unless they do it themselves. Most people like to be challenged with a task. Empower your unit members to do things they have never tried.
- *Set an example.* The most important thing you can do is lead by example. Whatever you do, your team members are likely to do the same. A cheerful attitude can keep everyone's spirits up.
- *Be consistent.* Nothing is more confusing than a leader who acts one way one moment and another way a short time later. If your unit knows what to expect from you, they will more likely respond positively to your leadership.
- *Give praise.* The best way to get credit is to give it away. Often a "nice job" is all the praise necessary to make a Scout feel he or she is contributing to the efforts of the troop.
- *Ask for help.* Don't be embarrassed to ask for help. You have many resources at your disposal. When confronted with a situation you don't know how to

handle, ask someone with more experience for some advice and direction.

GAME—Willow in the Wind: Play a game to get the group up and moving after the discussion and to continue to develop trust and confidence together as a team.

Have the Scouts stand shoulder to shoulder in a circle with one person (the “faller”) standing rigid (arms crossed with elbows on chest and fingertips at shoulders) and trusting in the center. Remaining rigid, the center person falls slowly in any direction. Before the faller moves very far off center, the people in the circle redirect the faller’s impetus to another arc of the circle. This fall-catch-push sequence continues in a gentle fashion until the center person is relaxing (but remaining rigid) and the people in the circle have gained confidence in their ability to work together toward handling the occasional weight shift of the faller. Change Scouts in the center until everyone has had an opportunity.

INTRODUCTION TO SERVANT LEADERSHIP—Motivating Scouts to Lead

Discussion: Lead a discussion of why Scouts should choose to be leaders. Ideally, the Scoutmaster leads this section.

Most youth will very quickly tell you that they would rather tell people what to do than be told what to do. That is human nature, not just the nature of a Scout. But leadership in the troop is not about the title or even about being the person doing the telling.

It is about a choice to lead. It is about a choice to give rather than to receive.

What we need to build into the makeup of our youth leaders is the concept of servant leadership. We trust effective leaders because they care about us and about helping others succeed. That is the true role of a leader—helping other members of the troop succeed. Servant leaders understand what success looks like not only for the group but for each member of every team. They do everything they can to help the troop and each member succeed.

Servant leaders help the troop through day-to-day operations and through all the chores and tasks that must be accomplished. Duties are delegated and roles assigned. Troop leaders help manage this process, focusing on how every member can be successful in his assigned task and helping the troop come together quickly as a team.

Servant leaders want to lead because they know they can help make a difference and provide a better experience for every individual.

Reflection: Lead a discussion about servant leadership. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- What do you think the phrase ‘servant leadership’ means?

- Why do you think Scouting encourages us to be servant leaders?
- What does that mean to you? How can you be an effective servant leader in your role?
- Is servant leadership focused on the team, the individuals, or both/all?
- What do you think other members of the team think of a good servant leader?
- How can a Scout serve as a servant leader? What are some examples?

Some key teaching points:

- Servant leadership is about making that choice to lead, to give more than you receive, and to make a difference.
- Effective servant leaders care about others, about helping others succeed, and about making the group successful.
- It is important to build up the idea and value of servant leadership in our Scout and adult leaders.
- A 'good' group leader is focused on the success of the members of their team—as individuals and as a team. Servant leaders understand what success looks like not only for the unit as a whole, but also for each member of the unit.
- Group members can see when a leader cares about their needs and is focused on their success. That service earns them the group's respect. When they have that respect, the Scout has earned the title and role of leader.
- A troop leader who seeks to serve knows his troop members well enough to help them succeed; helps his troop through its day-to-day operation; manages and delegates troop duties; focuses on how to help all members be successful in their assigned tasks; and works to bring the troop together as a team.
- Servant leaders want to lead because they know they can help make a difference and provide a better experience for every individual.

MODULE TWO – TOOLS OF THE TRADE

Module Overview

Content	Time
Introduction to the Tools of the Trade Module	5 minutes
Communications	20 to 30 minutes
Planning	20 to 30 minutes
Teaching EDGE	15 to 25 minutes

Preparation

- Compose a sentence for the Telephone Game, or select from one of the sample sentences.
 - Prepare a simple drawing for the Whole Picture game.
 - Pick a simple skill to teach during the Teaching EDGE demonstration. Gather any materials needed for the demonstration and for the Guide and Enable portions of the training.
-

Materials

- A sheet of paper and pencil for each participant for the Whole Picture game.
 - Materials required for the activity chosen for the Teaching EDGE demonstration, if any.
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LEARNING OBJECTIVES

This module teaches the basic leadership tools of communication, planning, and how to use the Teaching EDGE effectively in one's leadership role.

CORE MODULE TRAINING

INTRODUCTION TO THE TOOLS OF THE TRADE MODULE

Discussion: Introduce the three core topics in this module:

- **Communications**—The skills of being an effective listener and an effective communicator are valuable tools for any leader.
-

- **Planning**—Proper planning makes the difference in almost all Scouting activities.
- **Teaching EDGE**—The Teaching EDGE method can be used any time a leader is helping others learn.

People grow and evolve their leadership skills and strengths over time. Understanding some core leadership skills will help the Scouts as they perform their leadership roles and develop their own individual leadership strengths. The skills of communicating, effective planning, and teaching are foundational to each Scout’s ability to lead his fellow Scouts.

COMMUNICATIONS

Discussion: The Greek philosopher Aristotle broke communications down into three parts:

A sender — A message — A receiver

This is still a valid model today. It applies to all forms of communication: verbal, written, music, film, signaling, pantomime, teaching, etc.

RECEIVING (LISTENING)—Understanding the value of being a good receiver is a helpful foundation for a leader. Start with a short listening game.

GAME: The Telephone Game—Break the group into two teams. Ideally, there are six to 10 Scouts in each team. If it is a larger session, use three teams. Have the Scouts in each team line up so they can whisper to their immediate neighbors but not hear any players farther away—nor any players on the other team.

The trainer whispers a message to the Scout at the beginning of the line. Use the same message for each team. The Scout then whispers the message as quietly as possible to his neighbor. Each Scout can say the message only once—no repeating is allowed. (If needed, a variation of the game is to allow each listener one chance to ask the sender to repeat the message.) The neighbor then passes on the message to the next Scout. The passing continues in this fashion until it reaches the Scout at the end of the line, who then whispers the message he received to the trainer. Once both teams have completed passing their message, the last Scout in each line says the message he received out loud.

If the game has been “successful,” the final message will bear little or no resemblance to the original, because of the cumulative effect of sending and receiving mistakes along the line.

Some possible sample messages:

- Barbara’s aunt shared her secret sweet potato pie recipe with me.
- Goofy grinning gophers gobbled gigantic grapes while juggling.
- Johnny, can you please pick up the pencil that you dropped, and please remember to take your homework with you to school tomorrow.
- Send reinforcements; we are going to advance upon the port tomorrow at five.

- I asked them what they were working on when I talked to them at the party yesterday.
- I told Carolyn that I thought she would probably be hired.

Reflection: Lead a discussion about effective listening and the value of using listening skills. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- What's the difference between hearing and listening?
- What is active listening?
- Is active listening a helpful/useful skill?
- Why do leaders need to be good listeners?
- What would have happened in the game if someone hadn't passed the message on? What happens in the troop when someone doesn't pass the message on?
- In the game, did you check for cues that the listener understood your message? How?
- How would it have helped if you could have asked questions?

Some key teaching points:

- Listening is different than hearing—it involves actually receiving the message being sent.
- Focus on the person who is speaking and on what is being said. Stay engaged.
- Engage your brain when someone else is talking or communicating.
- Being a good listener is very important part of being a good leader—understand what people are trying to say to you.
- Using active listening skills will help you as a leader.
- Pass the word—to your people or to the leadership team. Don't break the communications chain.

Other discussion:

- Listening is one of the most important skills a person can learn.
- Active listening can involve repeating or reiterating what you've heard back to the speaker.
- A good rule of thumb is to try to listen twice as much as you talk.
- Confirm receipt of your message.
- If you are the receiver, ask questions. If you are the sender, encourage the receivers to ask questions until they are clear.

Some listening tips:

- Listen with your eyes as well as with your ears. Watch for nonverbal cues.
- Avoid distractions, both physical and mental. Give the speaker your full attention.

- Try to see things from the speaker’s point of view. In other words, try to put yourself in the speaker’s shoes.
- Apply the ideas to yourself. Think about how the speaker’s message relates to you and your experiences.
- Review the speaker’s points and think what logically might come next in the speaker’s message.
- Curb your desire to talk until the speaker has finished.
- Respond nonverbally (nod your head or smile) to the speaker.
- Practice listening with respect for the speaker. Work hard not to interrupt even when you have a burning desire to make a point.
- Ask questions if you are unclear about anything.

SENDING A MESSAGE—Conduct a communications game. Experience the value of sending a clear and effective message.

GAME: The Whole Picture—Give every Scout a sheet of paper and pencil. Select one Scout to be the Communicator. Show him (and only him) a drawing you have made.* His task is to describe the drawing verbally so each Scout can duplicate the drawing on his own sheet of paper without ever seeing the original. The better and clearer the Communicator’s instructions are, the closer the receivers’ drawings will be to the original. After the Communicator has finished his instructions, everyone should show/share their drawings.

If time allows, try this with and without allowing the listeners to ask questions of the Communicator. As an added challenge, play the game using two-way radios or telephones, with the Communicator in a separate room or location from the listeners (or on opposite sides of a large room like a gym).

*Prepare in advance a simple drawing with sufficient variety to challenge the group. Simple geometric designs (rectangles, circles, triangles, stars, lines, etc.) in various orientations can suffice. Alternatively, select a picture from a magazine for a greater challenge.

Reflection: Lead a discussion about effective communication and the value of communicating clearly. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- Do the receivers’ drawings look like the original drawing/picture?
- Did you draw what the Sender said?
- Were their instructions clear? What sorts of things could they have said to be clearer?
- (Ask the Communicator:) Did you plan how you were going to describe the drawing? How?
- Would it have helped if you could have asked questions?
- What happens when the message isn’t clear?

Some key teaching points:

- Be as clear as possible with your message.
- Plan ahead and prepare.
- People will do what they think you told them—even if it’s not what you meant.
- Allow your listeners to ask questions and get a clear understanding of your message.

Other discussion:

- You may want to ask your listener to tell you what they think your message is—to confirm that they received it correctly.
- As the sender, the message often seems clearer to you than to the receiver.
- Messages flow both ways—from sender to receiver and back. Both sender and receiver are responsible for good communications to work.

Some communicating tips when passing out information:

- Before you begin to pass out information to your troop/audience, take a moment to organize your thoughts. You may want to write a few notes to remind yourself of the points you want to cover.
- Have the troop/audience gather in a place free of distractions. Do not begin until you have everyone’s attention. You can use the Scout sign as a signal that it is time for everyone to stop other discussions and focus on the business at hand.
- Speak clearly. Make eye contact with your listeners. As you finish explaining each item, ask if there are any questions.
- Repeat facts such as dates, times, and places.
- If possible, ask the scribe to make and distribute notes of the discussion.

Leader Comments

MaSeR: To help remember the three important parts of communications, think of “**MaSeR**”: **M**essage, **S**ender, **R**eceiver. A laser sends light and a MaSeR sends messages.

Diagram 1

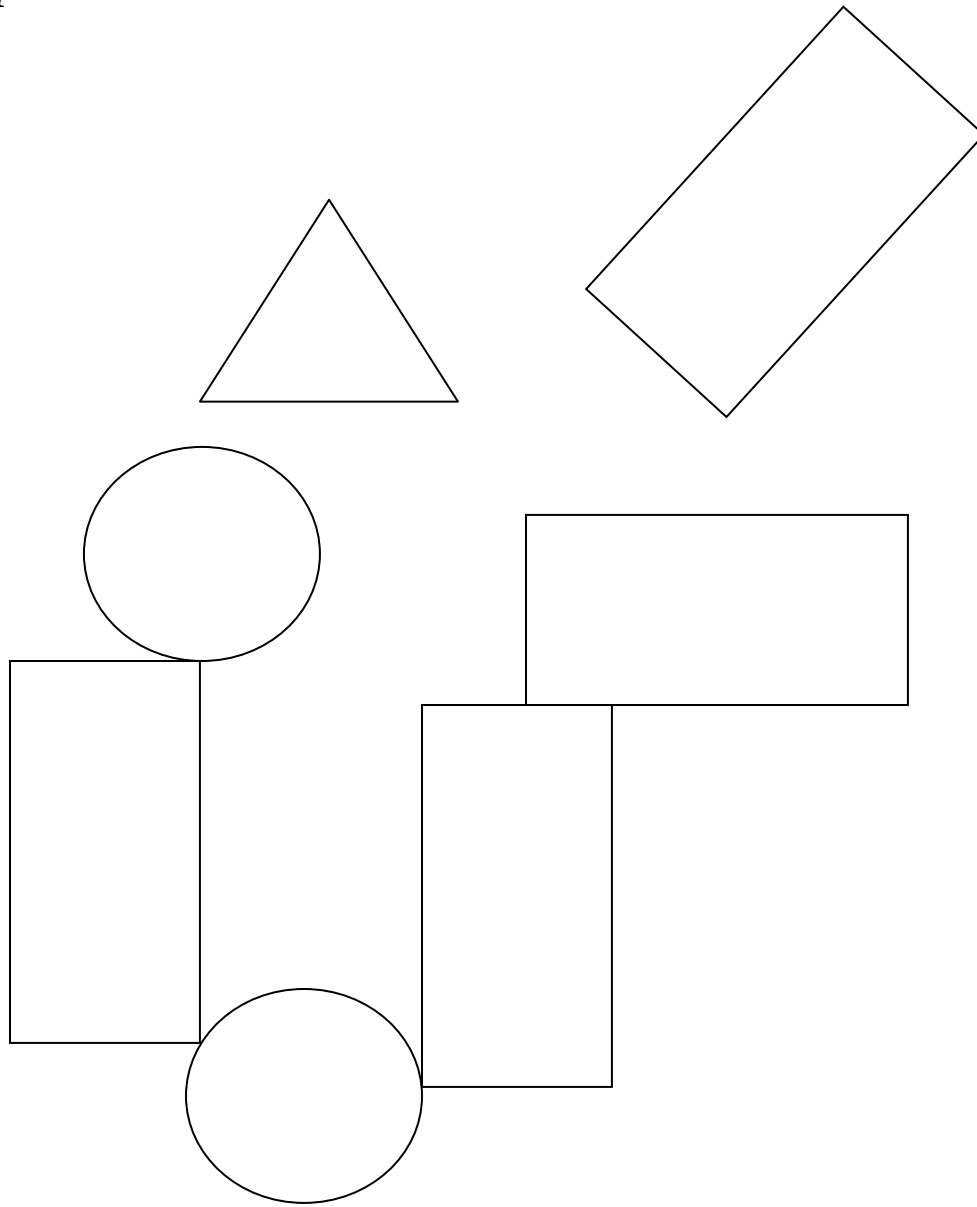
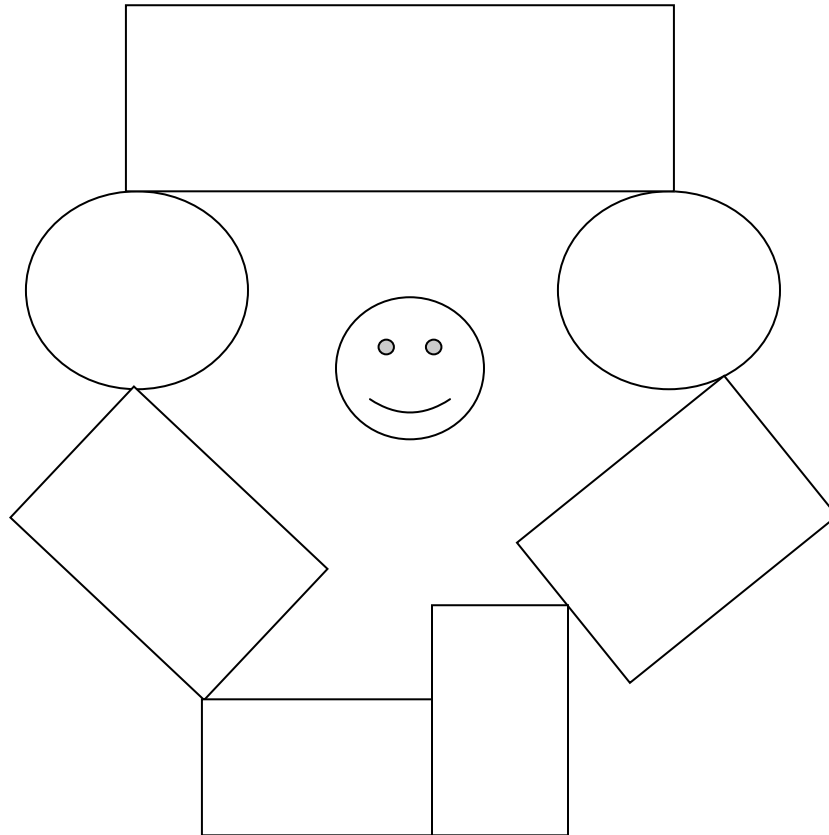


Diagram 2



PLANNING

Discussion:

Second only to communicating, good planning is an essential skill for every effective leader. As new Scout leaders, you will quickly notice that things you thought “just happened” in the troop are usually actually the result of someone—perhaps now you—planning ahead and preparing for them to happen. Generally, the better planned an activity, the more fun the group will have and the more successful the event will be. Conversely, everyone suffers when the person in charge has not planned properly for the group to participate in an activity.

At its core, “planning” is really just thinking ahead—thinking ahead about what’s needed to get the outcome you want to have happen. In planning Scouting activities, usually the desired outcome is that the planned activity is successful—and that the participants had fun and learned or experienced something. Figuring out what it will take to make that come together smoothly is planning.

Ask questions—develop answers: To start planning, it often helps to sit either alone or in a small group and start asking yourself questions—then coming up with the answers. Like a newspaper reporter writing an article—or a policeman solving a case—walk through some basic who, what, when, where, and how questions.

What do we want to do? What is the desired outcome? Where is a suitable site? How will we get there? What will we do once we get there? What equipment do we need? Where do we get that equipment? Who is responsible for getting the equipment? Who is participating? When is the activity? Do we need permits or permission? What will we do if ...? Etc.

The questions vary considerably depending upon the activity, but the process is the same. The more questions you can think up ahead of time—and the more answers you develop—the smoother the activity will be.

After you get through the basics in planning the activity, spend a good part of your time thinking through some “what do we do if ‘x’ happens?” kind of questions. That will help you be prepared when things don’t go as originally planned.

Also, focus on the “who”: “who is responsible for making that part happen?” or “who will bring that item?” Sometimes groups work out a good plan—but then the leader doesn’t assign specific owners to every needed task. Figuring out what’s needed is an important part of planning—but assigning someone to take care of it is essential. Be certain that someone is assigned to get every needed task done—don’t presume that ‘someone’ will step up and take care of something.

EXPERIENCE: Practice planning by having the Scouts plan as a group a sample troop service project using the scenario below. Explain the scenario to the Scouts, then give them

10 to 15 minutes to plan in a group how they would approach the activity. After they have established their plan, let one or more of them summarize the high points for the group. Then transition into the reflection: As a team, discuss how the planning activity went.

Note: As the trainer, stay engaged with the learners as they are doing their planning together. If they are not clear about the types of questions they should be considering, or not effectively developing answers/solutions or assigning owners, gently coach or ask them leading questions to get them on track. Avoid the temptation to drive the activity, though. Conversely, if the group is doing well in their planning, gently raise the bar by asking a few deeper or ‘what if’ questions.

Situation:

On a Saturday, six weeks from now, the troop will conduct a service project at a local city park. The project involves:

- Installing 50 feet of split-rail fence around a tree (to protect it)
- Removing old plants and undergrowth from a nearby area (approximately 500 square feet in area)
- Laying down weed block in the cleared area
- Spreading 6 cubic yards of mulch in the area just cleared and under the fenced in tree
- Planting 15 to 20 small plants and shrubs in a small garden in a third area nearby

The three project areas are close enough to each other that they are within line of sight and earshot of each other. The city will provide the wood and hardware for the fencing, the plants for the garden, the weed block, the mulch and several dumpsters for the removed materials.

The troop will bring 22 Scouts, plus six trained adult leaders. The troop participants must provide any equipment needed to do the project. Plan to start and finish the project on that one Saturday.

Task:

Plan what equipment you need for the project and how you’re going to get it. Plan how to use and manage your team on the day of the project.

Some additional “What if” questions/tasks for groups that are doing well in the planning process:

- What if the park planner wants additional work done on the day of the project—can you cover more?

- What if they also asked that you install a drip irrigation system for the newly planted plants? What additional equipment would be needed? How many people would you assign to that task?
- What if one of the areas was NOT within eye and earshot of the other two projects? What considerations would be needed? How would you allocate the adults? What equipment would help you address that issue?

Reflection: Lead a discussion about planning this activity and planning activities in general. Use open-ended questions until the teaching points are all brought out.

Sample questions:

About the planning session:

- Who led the planning discussion? Did that work?
- Did anyone take notes?
- What did the group focus on first? Was that an important thing to focus on?
- What happened during the group's planning process?
- Did you ask yourselves key questions? Did you develop any answers?
- Did you get through some necessary planning activities?
- What else still needs to be planned to make this project a success? Are there areas you didn't get to?
- Is 10 to 15 minutes enough time to plan a project of this size?

About the project:

- Who was assigned to lead the overall project and coordinate the effort during the project?
- How did you divide up the troop to work the service project? Did you divide up by patrols, by skill level, by age, or by some other method?
- Who was in charge of each of the groups?
- How did you allocate the adult leaders to the groups?
- How much time did you estimate the project would take with this number of participants?
- What safety considerations did you plan for?
- What were your plans for food (snacks, drinks, lunch, etc.) during the project?
- How did you plan to communicate among the project groups?
- Are any special skills needed to do this project? Is there someone in the troop with these skills? If not, did you consider finding out how to do those skills before the day of the project?
- What were your considerations for poor weather? Is there anything in this project that couldn't be done in the rain?
- What equipment did you put on your equipment list? (If anything significant is missing from the list, coach the group about what else is needed.)
- Did you assign someone in the troop to bring every item on the list?

- Did you assign someone to check before the project that the Scouts are still planning to bring each needed piece of equipment?
- What equipment did you tell every person to bring?

Some key teaching points:

About the planning session:

- Pick someone to lead the planning process.
- Designate a scribe. Write down the plan.
- Plan your planning—focus on important things early in the planning process.
- Plan your planning—identify the big areas that are going to need to be thought about and make sure you cover each one thoroughly.
- Think through some key questions in each area.
- Develop answers to each question.
- Write down tasks that need to be accomplished to make the project a success.
- Assign owners to each task.
- Assign due dates as appropriate.
- Assign someone to follow up and verify that needed things are getting done.
- Take enough time to plan well. If you don't have enough time initially, schedule more time later.
- Do not presume needed things will "just happen."

About the project:

- Pick someone to lead the project, ideally the senior patrol leader
- Assign age appropriate work to each group.
- Have enough activity to keep everyone busy and engaged in the project. Ensure everyone is fully participating—and given an opportunity to participate.
- Divide up the adults. They should be coaching and mentoring the leader of each group—not leading the group themselves.
- Place skilled adults with the groups that need greater skill (e.g., building the fence or properly planting the plants) to help the Scouts learn and be successful. If no one in the troop knows how to build the fence or plant the plants, make arrangements to learn these skills ahead of time or ask someone who can teach the Scouts to join you for the project.
- Always consider safety factors when working on service projects or other Scout activities. (Discuss specific considerations for this project with the group.)
- Every Scout should be instructed to bring his Scout essentials whenever the troop is doing an activity of this nature. Personal safety gear, like work gloves or eye protection, should also be considered for service projects.
- All of this project can be done in the rain. No need to cancel the project for (reasonable) bad weather.
- A variety of equipment is needed for this project, but none of it is beyond what many families have for home use. Make a good list, then assign owners to either bring each item or track down someone else who could bring it. Delegate. Use

the troop leadership team—can the quartermaster or a senior patrol leader drive this activity? Or perhaps the Scouts in charge of each group could?

Leader Comments

When planning an activity, it helps if you don't presume—don't presume that something needed will “be there” or “just happen”; don't presume that someone will “take care of” something because it “seems obvious” or because “he usually does it.” Include it in your plans, and assign an owner. Check on it—then you'll know that it's taken care of.

As you become more aware of the value of planning and how it can affect the success of activities, you may also notice when others in your troop—either Scout leaders or adult leaders—have not put enough time or effort into planning the activity. Recommend the members of the troop find ways to provide constructive feedback to each other to ensure that those who don't properly plan are coached that it is not OK—everyone suffers when the person in charge of making something happen doesn't plan properly. You will also see who in the group is good at planning—get them into positions to coach and help others learn this important skill.

As a senior patrol leader, assistant senior patrol leader, or other key member of the troop leadership team, you can often tell how well people think you are planning by how many of them keep attending your activities—meeting, outings, etc. If the number of faces looking back at you in formation each week starts to dwindle, it may be due to many factors, but consider that it may be that you're not planning enough entertaining and engaging activities for the Scouts—and they are spending their time elsewhere. If this starts happening, actively—and quickly—make changes in your planning efforts. Ask for feedback—what do others think? If you feel that you're doing all you can—or are running out of ideas—ask for help. When you DO put in the proper planning time, the Scouts will see that you care enough about them to put your energy into planning the best possible experience for the troop—they will see you as a leader.

TEACHING EDGE

Discussion:

The **EDGE** (**E**xplain, **D**emonstrate, **G**uide, **E**nable) method is the primary training method to teach skills in the troop. EDGE should be used for all teaching opportunities. Make it a habit. It can be used anytime a leader is helping others learn.

The four-step EDGE process is a simple method for teaching any skill:

1. **Explain**—The trainer explains how something is done.
2. **Demonstrate**—After the trainer explains, the trainer demonstrates while explaining again. This gives the learner a clear understanding of what success looks like.

3. **Guide**—The learner tries the skill while the trainer guides them through it. The trainer gives instant feedback as the learner practices the skill.

4. **Enable**—The learner works on his own under the watchful eye of the trainer. The trainer helps remove any obstacles to success, thus enabling the learner to succeed.

EXPERIENCE: Briefly teach the Scouts a simple skill using all four steps of the EDGE method. (This is an ideal part of the training for an experienced, NYLT-trained Scout to conduct.) Set a good example by distinctly using all four steps of the process so the Scouts can clearly differentiate.

Some possible sample skills to teach:

- How to build/fold a paper airplane
- How to properly fold the U.S. flag (refer to page 31 of the BSA publication “Your Flag”)
- How to tie a knot
- How to perform a basic first-aid technique
- How to toss a small object into a coffee can from a short distance
- How to properly lace up a hiking boot (or tie a shoe)

Some of these skills will need more or less equipment than others. Be sure there is enough equipment available for all of the learners to participate in the Guide and Enable steps simultaneously. The goal of this part of the training is to teach about teaching, not necessarily to teach a new skill, so the subject being taught need not be an elaborate one—and need not be something the learners don’t already know how to do.

Reflection: Lead a discussion about teaching skills using the Teaching EDGE method. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- What happened during the Explain step? What happened during the Demonstrate step?
- What happened during the Guide step? What happened during the Enable step?
- Did parts of the training go too fast or too slow for you? What could the trainer do to address that?
- Did the learners ask questions? Did the trainer answer them?
- Did the trainer ask questions of the learners to ensure they were following?
- How did the trainer know the learners had learned the skill?
- What other skills could we teach using this method?
- How could you as a leader use the EDGE method with your troop?

Some key teaching points:

- For some skills, the Explain and Demonstrate steps can be combined.
- For some skills, the Guide and Enable steps might be merged.
- Watch your learners and ensure your pace matches their rate of learning.
- Trainers should ask questions or use other methods to ensure their learners are learning.
- The Teaching EDGE can be used in a variety of teaching situations in the troop.
- Leaders in the troop can use the Teaching EDGE method in many different ways—in more ways than just teaching simple skills.

Leader Comments

So many Scouting skills and activities can be taught using the Teaching EDGE method. Consider giving it a try the next time you need to teach your troop how to do something. With practice, this method will become easy to use and a natural skill for you to use in many situations.

When planning to teach something, it helps to think about what outcome you want: What do you want your audience to learn? Other good questions to consider: Who is the audience? What do they already know about this subject? What are the critical things to be taught? What is the best order in which to present your major points? How will you present these various points? What teaching aids will you use? Etc.

WRAP UP THE TOOLS OF THE TRADE MODULE

Discussion:

These three topics—communications, planning, and teaching—are core skills leaders can use any time they are working with their team. The links between the three skills are clear. Good planning is foundational to everything, including teaching and communicating. Effective communication skills enable the leader to share ideas and direct the group's activities. As you grow in Scouting and take on more leadership roles, your leadership skills and strengths will continue to grow over time.

MODULE THREE—LEADERSHIP AND TEAMWORK

Module Overview

Content	Time
Introduction to the Leadership and Teamwork Module	5 minutes
Teams and Team Characteristics	5 to 10 minutes
Stages of Team Development and Styles of Leadership	15 to 25 minutes
Inclusion	10 to 15 minutes
Leadership Ethics and Values	15 to 25 minutes
Vision	5 minutes
Wrap Up the Troop Leadership Training Course	5 minutes

Preparation

- Identify examples/experiences to use for the Stages of Team Development discussion—ideally, these come from recent troop experiences, but sports or orchestra analogies will do if examples from the troop aren't available.

Materials

- White board or pad of easel paper
- Baking potatoes or rocks—1 per Scout
- Cookies or small pieces of candy—enough for 2 per Scout plus a few extras

LEARNING OBJECTIVES

Understand the dynamics of team building, the stages of team development, the relationship of team development to team vision and goals, the selection of an appropriate style of leadership for the team and condition, and valuing every team member's contributions and development.

CORE MODULE TRAINING

INTRODUCTION TO THE LEADERSHIP AND TEAMWORK MODULE

What do we mean by "team"? The word "team" applies to any group working together on a common goal. It can be a temporary group that meets once to solve a particular problem, or

a permanent group. In Scouting, the team could be the patrol leaders' council, an activity committee, a patrol of backpackers, or an entire troop.

Just because we call something a "team," however, does not mean that the group functions effectively AS a team. Some individuals may be pulling in different directions, communicating poorly, or treating each other badly. A high-performing team works well, energizes and supports all of the team members, and produces highly effective results. A team working poorly is a source of stress and tension, and productivity suffers from the lack of cooperation. Whether in sports, in the troop, or in life, teamwork is a common factor in all effort and human interactivity.

Discussion: Introduce the core topics in this module.

The purpose of this session is to focus on the team as a whole and the role of the leader in bringing out the best in that team. We will discuss different kinds of teams and the stages that all teams go through as they progress toward their vision of success. We will teach the Scouts the need for interdependence among team members, how to find the value of every team member, and how to capitalize on the strengths of each individual to contribute to the success of the group. We remind them that all leadership has its underpinnings in values, and we will discuss ethical decision-making. Lastly, we revisit the vision that the Scouts have been thinking about for their roles and for the troop.

TEAMS AND TEAM CHARACTERISTICS

Group discussion: Lead the Scouts through a series of very brief discussions about teams.

- What do we mean by "team"?
 - The word "team" applies to any group working together toward a common goal.
- A team can be a temporary group that meets once to solve a particular problem, or a permanent group. Name some permanent or temporary teams in the troop.
 - In Scouting, the team could be the group going on a particular outing, the group planning an activity, the troop leadership team, or the entire troop.
- Just because we call something a "team" does not mean that the group functions effectively AS a team. What makes a "team" of people stronger/different than simply a "group" of people?
 - A team works toward a common goal. All members work together for a common purpose and for the betterment or advancement of each member too. A high-performing team works well, energizes and supports all of the team members, and produces highly effective results.
- What are some characteristics of effective teams? (Try to draw out some of these answers from the Scouts rather than listing them all as a lecture from the trainer.) Consider writing some of the answers/ideas on the board.

- **Common Purpose**
 - A team is a group of interdependent people who cooperate to achieve exceptional results. They have common purpose for which they are all accountable.
 - The goal must be clear to all.
 - Members feel a common purpose; their personal goals are linked to the team goals. It's a win/win.
- **Interdependence**
 - **A troop cannot be successful unless all members of the team are truly successful in their role.**
- **Appropriate Roles, Structure, and Process**
 - People know their roles and boundaries—and their value to the team.
 - Decisions are agreed upon and supported.
 - Feedback is timely and useful.
 - Communications channels are open.
- **Leadership and Competence**
 - Members have the necessary technical and interpersonal skills to accomplish their tasks and work together.
 - The team has the leadership and support it needs to be successful.
- **Team Climate**
 - The team environment is open and collaborative.
 - People show respect and trust for one another and value different opinions.
 - There is a genuine interest in gaining agreement.
- **Performance Standards**
 - The team sets high standards and monitors itself for continuous improvement.
 - Team members critique their own performance and decisions against a high standard.
- **Clarity and Understanding of Boundaries**
 - The team has a clear understanding of its task and the limits of scope for accomplishing the task.
 - The vision for accomplishing the goal(s) of the team and the methods to be used is understood by all.

GAME: Integrity Game—Part 1, setting the stage.

Sometime during the first 15 to 20 minutes of Module Three, put out a tray of cookies or small wrapped candies for the Scouts. Before putting out the tray—and without the Scouts seeing you—count the number of Scouts in attendance. Then count out enough cookies or candies so each Scout can get two pieces, plus have a few more (one to four) pieces left over on the tray. The Scouts should not be aware of this counting and preparing. Simply put the tray out and tell the Scouts that they may take two pieces anytime during the session as a reward for their participation in the class.

INTRODUCTION TO THE STAGES OF TEAM DEVELOPMENT AND STYLES OF LEADERSHIP (LEADING EDGE)

Leader comments: Stages of Team Development. Teams go through various stages of development as they come together. Individual people go through the same stages—and their natural ups and downs—as we take on new tasks or roles. To get a better sense for how this might work in a team, let's first look at how it works in us as individuals.

Discussion: Lead the group through an interactive discussion of the Stages of Development as they apply to an individual. Use open-ended questions to draw them into the discussion and cover the teaching points.

Let's look at where each of you is as you begin to take on your new leadership role for the troop. Let's focus on two important elements that change as we face a new task: skill level and enthusiasm.

Sample questions:

- You've each been recently selected to hold a leadership role in the troop this term. You'll get new authority and new opportunities and experiences. How's your enthusiasm right now—high? [Yes.] Does taking on the new role seem kind of exciting? [Yes.]
- But do you actually know how to do the position yet? [Probably not.] You've seen others do it, but is your personal skill high or low right now? [Low.]
- Soon, if you haven't already, you'll each sit down with an adult leader or the Scout who had your position before and start learning the details of your new position. You may find that there's a lot to it and that it seems kind of hard. For example, if you're the quartermaster, you may suddenly realize that there's a lot more to do behind the scenes to help make an outing successful than it looked like when you were just a participant. What might happen to your enthusiasm for the role? [It will likely go down. It may not seem like such a good idea to have been picked anymore.]
- Then what happens? You get more into the role, start doing it once or twice. You realize that it's not impossible, that you can get the hang of it, and that you're able to be successful and help the troop. What's happening to your skills as you serve as quartermaster for a few outings and meetings? [They are improving.] What happens to your enthusiasm? [It goes up.]
- After a while, many of you will get quite good at your new role. You'll know what to do and how to do it—and start thinking about ways to take it up a notch during your term. What will have happened to your skills? [They will be high.] What will happen to your enthusiasm? [It will be high.]

Some key teaching points:

- When starting out, enthusiasm tends to be high and skills tend to be low.

- Then, as a person learns more about the needed tasks and realizes that he doesn't necessarily have all the skills or resources (time, people, etc.) to do the task easily, enthusiasm tends to drop. Skills are generally only slightly improving as the person learns more about what's needed and how to do it.
- Once a person starts making progress and having some successes in the role, their skills and enthusiasm will start going up.
- Then, as the person gets into the role and develops their skills at doing it, their enthusiasm will be high, too.

Leader comments: This flow of enthusiasm and skills is quite typical—for people and for teams—as they take on new roles or as they come together as a team. Let's look at the same flow from a team perspective.

Lead the group through an interactive discussion of the stages of development as they apply to a team. Compare the group enthusiasm and skill stages to the individual stages you just discussed above. Draw out that they are the same stages. The teams will go through the same stages as they come together as a team that each Scout will experience in his new position.

Where the Group Is

Starting out (skills are low; enthusiasm is high)

Becoming discouraged (skills and enthusiasm are low)

Making progress (skills and enthusiasm are rising)

Finding success (skills and enthusiasm are high)

Team skill level and enthusiasm.

- Skill Level—Generally, the skill level of the team starts low and increases as the team grows together and gets better at working as a team.
- Enthusiasm—Often, unlike skill level, enthusiasm usually starts out high but can then take a sudden dip. Then, as the team members explore their differences and align their expectations with reality, the team begins to achieve results and enthusiasm begins to rise again.

Ultimately, both enthusiasm and skill level are high as the team becomes a high-performing team.

Discussion: Lead the group through an interactive discussion of how a leader can assist a team through the stages of development by how he interacts with the team. Use open-ended questions to draw them into the discussion and cover the teaching points. Keep this section interactive, rather than a lecture.

How can a leader help a team? Now—we know what stages we as individuals go through—and see that they are similar to the stages that teams will go through as they come together. What can a leader do to help a team—or individual team members—through the stages?

As with Trainers' EDGE, the Leaders' EDGE enables a leader to help the team learn and grow as they approach a goal.

Sample questions:

- When the team—or person—is just starting out, what leadership method would help the team best? [Explain] Why?
- What next? Once the team or person starts becoming discouraged (skills and enthusiasm are low), how can the leader change styles to help? What style would work in this stage? [Demonstrate].
- Then the team starts to jell, working hard together and getting a sense of accomplishment. What style can a leader use in this stage? [Guide].
- In the final stage (skills and enthusiasm are high), as the team becomes a high-performing team and finds success together, what style can the leader use? [Enable.]

Some key teaching points:

- When the team is starting out (skills are low; enthusiasm is high), a leader can use the Explain method to assist the team. The same is true for an individual learning a new skill. For example, the adult quartermaster will often initially explain all of the needed tasks to the new youth quartermaster.
- Often the best way a leader can help the team through the first stage is by Explaining what the group needs to get done and helping to get every team member on the same page.
- In the second stage, the team's productivity is still low—but, hopefully, on the rise—and morale can also drop as team members realize what must be done and with whom. This stage is often filled with tension, conflict, and power struggles.
- As the team starts to come together in the second stage and starts to become discouraged as they understand the needed tasks, the leader can shift into Demonstrating—showing the team how to do the needed tasks and where they are headed.
- Usually, a team will get through these early stages quickly. An effective leader can help the team move through more quickly and with less distress. The leader's team-building skills can have a significant impact.
- In the next stage, the team is making good progress and there is an upswing of both attitude and accomplishment. Everyone gets moving in the right direction, but sometimes there are still some grumblings or interpersonal challenges amongst the team members.
- With skills and enthusiasm are on the upswing in this stage, the leader can start shifting into Guiding mode, coaching the team and team members in taking charge of the effort.
- In the last stage, the team finds success together. The leader can shift to an Enable style. There are a lot of smooth flowing interactions and the team is achieving their goals.

- It's time to let go and Enable the team to function on its own. Make it a smooth transition and help them see their success.
- Different teams may proceed through different stages at different speeds. A stage can last for a moment or a month, or can be skipped instantaneously forward or backward.

Leader comments: Recognizing the various stages enables the leader to use appropriate leader styles to smooth the progress of a team as it evolves. With a greater understanding of this individual and team development, Scouting leaders can better apply the best Leaders' EDGE skills at the right time to help their teams. We can modify how we lead the team based upon the stage of development it is in.

Teams don't start as effective, high-performance teams; they grow as they come together as a team. A new team leader changes the dynamics of a preexisting team, such as when a new group of troop leaders steps in. The new leadership team will want to pay close attention to what stages the troop is in as the new leadership team ramps up.

INCLUSION

Discussion: As a leader, learning to effectively include, engage and use each member of your team is an important skill. Leaders want to look at their team and see how best to involve and use the skills of every person, not just a few friends or the strongest individuals. Leaders also want to understand the needs and goals of each individual person—and how all the members of the team can help each team member achieve their individual goals.

GAME: The Potato Game—valuing the characteristics and abilities of each individual.

- Distribute one uncooked baking potato to each participant. (Alternatively, distribute one rock to each participant—ideally use rocks with some 'character' and 'personality.') Do this somewhat solemnly to make it more of a gag.
- Next, ask each Scout to look at their potato and 'get to know it' and its 'positive' features. Give the Scouts a minute to get to know their potato. [The point here is to get each Scout to look at their potato (or rock) and identify either 'personality' traits or distinctive features that make their potato unique and special.]
- Next, ask each Scout to introduce their potato to the group, pointing out its unique size, shape, and other characteristics.
- Once all the potatoes have been introduced, put them all in a bag or box and mix them up. Return a potato randomly to each person. Then have everyone try to find their own original potato.

Reflection: Lead a discussion about everyone being unique and good leader know and appreciate the special qualities and abilities of all members of the group. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- What do you think this activity was all about? What happened in the game?
- Every potato was alike in some ways. In what ways are we like each other?
- How do these similarities help us to get things done? How could they get in the way?
- Every potato was different in some ways. What about differences? How are we different from one another?
- How can differences strengthen the group as a whole? When can differences prevent a group from reaching its goal?
- If a leader keeps going to the same people (friends or experienced Scouts) to get things done, what can be lost?
- How could we find out about the special qualities and abilities of each member of our troop?

Some key teaching points:

- As people, we have many similarities. These similarities can help us get many things done in the troop.
- Like potatoes (or rocks), each person also has unique traits. These unique differences can be useful assets to the team and to the leader when you're trying to get things done.
- Leaders need to find out about and use these unique strengths and differences for the good of the group.
- If a leader keeps going to the same people repeatedly, then the talents of others may be missed. Also, those who are able but less experienced may not get a chance to grow and get enough experience doing something.
- Leaders should think about the value of each person on the team. Find out how to best employ them for the good of the team and the good of the individual.
- Leaders don't always go to the same person to get things done. They vary the participants and give multiple people chances to learn, grow and contribute.
- Everyone has strengths of some sort—leaders seek out ways to find them.

Show the Scouts a picture of a variety of rocks (included in the appendix). The picture has cement blocks, round river stones, granite slabs, colored stones, etc. Ask which rock would be best in the foundation of the house? Why? Which would be the best to make a kitchen counter? A garden path? Explain that all of these rocks are similar and yet different—and each brings a different value to the future home and garden that will be built.

LEADERSHIP ETHICS AND VALUES

Group discussion: Refer to the *Boy Scout Handbook* and review the Scout Oath and Scout Law and what they mean. Each phrase in the Scout Oath and word in the Scout Law is broken out and briefly discussed. In the *Boy Scout Handbook*, the focus is on what Scouts are agreeing to as individuals when they say the Scout Oath or Scout Law.

In this section, lead a discussion with the Scouts about how they can and should view the concepts in the Scout Oath and Scout Law as Scout leaders. They have been selected to take

on leadership roles in the troop. Ask them to consider how the elements of the Scout Oath and Scout Law apply to them now as leaders. The specifics of this section should be tailored to the leadership maturity of the troop. A high-performing troop can approach this section differently than a unit beset by behavior issues. Use this section to grow and focus the new Scout leadership team toward leading well and setting a good example for others.

Break out each phrase of the Scout Oath individually and discuss it together briefly—with a focus on applying it as a leader in the troop. At the end of each phrase, add “as a leader” or “in my leadership position.”

The Scout Oath

On my honor I will do my best

To do my duty to God and my country and to obey the Scout Law;

To help other people at all times;

To keep myself physically strong, mentally awake, and morally straight.

Some key reflection and teaching points:

On my honor . . . By giving your word, you are promising to be guided by the ideals of the Scout Oath.

. . . I will do my best . . . Try hard to live up to the points of the Scout Oath. Measure your achievements against your own high standards and don’t be influenced by peer pressure or what other people do.

. . . To do my duty to God . . . Your family and religious leaders teach you about God and the ways you can serve. You do your duty to God by following the wisdom of those teachings every day and by respecting and defending the rights of others to practice their own beliefs.

. . . and my country . . . Help keep the United States a strong and fair nation by learning about our system of government and your responsibilities as a citizen and future voter.

America is made up of countless families and communities. When you work to improve your community and your home, you are serving your country. Natural resources are another important part of America’s heritage worthy of your efforts to understand, protect, and use wisely. What you do can make a real difference.

. . . and to obey the Scout Law; . . . The 12 points of the Scout Law are guidelines that can lead you toward wise choices. When you obey the Scout Law, other people will respect you for the way you live, and you will respect yourself.

. . . To help other people at all times; . . . There are many people who need you. Your cheerful smile and helping hand will ease the burden of many who need assistance. By helping out whenever possible, you are doing your part to make this a better world.

... **To keep myself physically strong**, ... Take care of your body so that it will serve you well for an entire lifetime. That means eating nutritious foods, getting enough sleep, and exercising regularly to build strength and endurance. It also means avoiding harmful drugs, alcohol, tobacco, and anything else that can harm your health.

... **mentally awake**, ... Develop your mind both in the classroom and outside of school. Be curious about everything around you, and work hard to make the most of your abilities. With an inquiring attitude and the willingness to ask questions, you can learn much about the exciting world around you and your role in it.

... **and morally straight**. To be a person of strong character, your relationships with others should be honest and open. You should respect and defend the rights of all people. Be clean in your speech and actions, and remain faithful in your religious beliefs. The values you practice as a Scout will help you shape a life of virtue and self-reliance.

The Scout Law: As in the *Boy Scout Handbook*, break out each word of the Scout Law individually and discuss it together briefly—with a focus on applying it as a leader in the troop. Remember, the Scout Law is for everyone. Before each word of the Scout Law, insert “A Scout leader is.”

For example:

A Scout leader is trustworthy...

A Scout leader is loyal...

Continue to work through each word of the Scout Law as you did the Scout Oath, encouraging the Scouts to emphasize positive leader traits and to make good choices.

GAME: Integrity Game—Part 2, reflection.

Thank the Scouts for playing this game (although they didn’t know it was a game at the time). Count how many pieces of candy or cookies are left on the tray. Does it look like no one took more than his share? Each person was to take two pieces, no more. Is that what happened? If needed, sort out whether someone perhaps didn’t take his two pieces or someone left early. Get a sense for how many pieces should be left.

Depending upon the outcome, discuss with the team their success at choosing the course of trustworthiness—even when candy or cookies are involved—or, perhaps, their need to continue to grow as responsible leaders.

Do not call out the Scout or Scouts who took more than one piece. Do, however, make the point that true values are those that we practice **when no one is looking**.

Leader Comments:

When Scouts are out in the community, each Scout is representing all of Scouting at that time and place. They are representing every Scout who’s ever joined—and helping parents decide (positively or negatively) whether they should encourage their child to join Scouting. Whether in a public campsite, hiking in the woods, at a rest stop, or stopped at a

gas station or restaurant, each of us represents all of Scouting to the people who see us. To the public, we are Scouting.

Are we showing the best side of Scouting?

Do we act like good Scouts?

Are we helpful and friendly?

Are others seeing us bullying or being rough with each other?

Are we treating nature respectfully—or are we damaging or taking something?

Are we treating the property of others with respect?

Are we obeying the rules? Are we behaving safely?

Are we showing the ethics and values of the Scouting program?

As leaders, we can—and should—ensure that the Scouts around us are showing the best side of Scouting ... at all times.

CONCLUSION—BE A SERVANT LEADER

LEARNING OBJECTIVES

Understand the role of the leader in a team. Produce goals to help your team perform during your term in office.

THE SERVANT LEADER

What is the relationship between a leader and the team? Most people's first reaction is to state that the team "works" for the leader, performing tasks for one person. When this happens, the leader isn't simply a leader, but more like a "boss" or an "owner." Most people don't want to be part of a team that works this way, and they'll join them only for the sake of external rewards, like a salary.

In a true team, the leader is one part of the team, and this role isn't necessarily any more important than the role of any other member. Being a team leader means accepting responsibility for the team, its members, its objectives, its reputation, its morale, and more. Being a team leader means *servicing* the team.

When a leader recognizes that they are responsible to the team (and not the other way around) and acts accordingly, they become a "servant leader." Servant leaders lead teams that people want to join. Servant leaders use a variety of leadership styles based upon the needs of the team and its objectives.

A servant leader needs to enable the success of those led, remove barriers for them to the best of the leader's ability, and create an environment for the team to succeed.

Many of the leadership examples you've seen in your lives aren't servant leaders, they're "bosses" and "commanders." These kinds of leaders are rarely chosen by a team's own membership to lead them but are imposed from outside. The modern workforce is making this kind of leadership less valuable. As people become more skilled and capable, they

expect more respect for their actions and capabilities, more input into decisions, and more interactions with their leaders. They need more *service*.

In your lives today and in the future, you will have many opportunities to lead. If you accept the role of a servant leader, you'll find that teams will seek you out to lead them; your advice and opinion will be sought; and your team members will also grow and succeed.

To be a servant leader to a high-performance team, you'll need to listen carefully: Be attuned to the people around you and empathically understand what they're thinking. The servant leader knows his team's capabilities and desires.

At the same time, servant leadership is more than just a consensual approach. Leaders need to lead—to set direction and lead team members in that direction. Sometimes they need to hold team members to account, to make tough decisions that some won't always like, and to encourage (push) people to excel. Sometimes, this is uncomfortable—for the leader and for team members. If leaders don't do this, however, teams may become too "cozy"—they may lose their edge and start to fail their customers—the real reason teams exist.

From a point/counterpoint perspective, servant leaders:

Need to Listen	and know when the time for discussion is over;
Achieve Consensus	and know when to preserve things that are good without foundering in a constant storm of question and reinvention;
Set/Maintain Standards	and know when to reject that which does not maintain those standards or team vision;
Serve their Customer	and know how make a difference with the team.

Please think about how you can be a servant leader in your current role in the troop.

VISION

Take this time to discuss the troop's vision of success. Ask: How will we use our leadership skills to help reach this success?

WRAP UP THE TROOP LEADERSHIP TRAINING COURSE

Thank them all for attending, and congratulate them on their new roles in the troop. Remind them that you and the other adults and senior leaders are there to help them be successful. Encourage them to go forward in their new leadership roles, and when ready, to take or help staff their council's NYLT course to further hone their skills.

APPENDIX

ALTERNATIVE GAMES

ACTIVITIES FOR “LEADING A TEAM”

Alternative Teamwork Game:

Everybody Up: Play a teamwork game—experience working together and cooperating as a group.

Ask two people of approximately the same size to sit on the floor or ground facing each other, toe to toe, knees bent, and their hands tightly grasped. From this position, ask the duo to try to pull themselves into an upright standing position without moving their feet. Once they are successful, add two more people, and continue until the entire group is included.

Blindfold Walk—Team of at least five members

Equipment—Various pieces of furniture arranged in a mazelike obstacle course; cloth for making blindfolds

Create an indoor obstacle course in the meeting room. Sketch the layout and devise a challenging path in which the team members must walk. Include some obstacles to step over, as well as some to duck under (if possible). Don’t make it so difficult that the course might raise safety issues, but make it challenging.

Explain: “Your team’s objective is to get all members through the maze of obstacles in the shortest amount of time. Your team leader has a specific map that must be followed and he will be giving you directions and instructions. Please put on your blindfolds and listen carefully to your team leader.”

Give the team leader the map, and allow the leader to organize the team to accomplish the task—i.e., have team members go as individuals through the maze, or have them line up with a hand on the shoulder in front of them doing each “hazard” as a group.

Reflection—How well did your leader guide you through the maze with only verbal instructions? Can you suggest a more efficient (or more timely) way to complete the course? How do you feel about completing the obstacle course?

Pirates and Cannibals

Equipment—Three chairs to denote seating in a boat; descriptive element to denote two shorelines.

Identify to opposite shorelines—about 5 feet apart. Place the chairs in the center to denote the boat that goes back and forth between the opposite shores. Create two groups of equal count (leader can play to make count even)—one group of “Pirates” and the other group of “Cannibals.”

Explain: “Pirates, your objective is to take your captive Cannibals safely across this body of water (pointing) to your home island (pointing to other side). Your mode of transportation is this boat (pointing to chairs), which accommodates only three people at a time. You’ll get in and out of the boat to identify who’s on board either going or coming from your home island.

“Your booty—the cannibals—is very dangerous. If you are alone with one, the Cannibal will eat you. If you are outnumbered by the Cannibals, they will eat you. The boat may be manned by one person, but don’t let a Cannibal be left alone anywhere as he or she will escape ... and maybe take the boat with ’em. Given the rising tide, you need to get everyone to the safety of your home island in the next 10 minutes. Any questions? Begin.”

Monitor to make sure Cannibals do not outnumber Pirates on either shore or in the boat, and that Cannibals are not left alone. After 10 minutes, end the activity.

Reflection—Did the Cannibals eat all the Pirates, and if so, why? What did you do (or not do) to get everyone across? What would you do next time?

Human Train Track

Equipment—6 to 10 smooth hardwood dowels (or yardsticks) about 3 feet long; blindfold

Pair the team members and give each pair one “railroad tie.” Several pairs, each holding a “railroad tie” and standing close together, create the train track. A designated “train” is blindfolded, starts at one end of the track, and proceeds from one tie to the next. As the train passes by, the pair holding that “railroad tie” may leave that position and go to the front end of the tracks, extending the train track length indefinitely.

Explain: “Your objective is to lay sufficient track as to have the blindfolded train get from here to there (a destination in the room). Being railroad tracks, of course, you cannot speak! Once the train has passed, the railroad ties may move to the front of the tracks so as to extend the tracks’ length. Any questions?”

Note: The direction of the track may change at any time (make a right-angle turn, for example). Obstacles may be added, and the height of the railroad ties may also vary.

Reflection—Train, how well did you trust the direction your track was laid toward arriving at your specific destination—any challenges? Tracks, why did you choose to change direction (or height), and how did you communicate that change?

COMMUNICATION GAMES

Match This Example

Equipment—Two sets of matching toy blocks (about 10 blocks per set), one set arranged haphazardly on a table in another room, the other in a sack or plastic bag; two walkie-talkies, sketch pad with pencil; sheet of 8 ½-by-11-inch paper for each set of blocks.

In a second room away from the meeting place, arrange the blocks on a table on top of the sheet of paper (used for orientation)—a haphazard pyramid with a few arrayed on the tabletop; some blocks with letters/numbers facing forward, others facing whichever way. If possible, have a few similar letters but of different colors arranged so as to create additional challenge (i.e., “move the red ‘T’ to the center....”; “have the blue ‘T’ facing....”).

Explain: “Your team’s objective is to exactly duplicate a set of toy blocks arranged on a table in the next room with the set of blocks and this piece of paper I’m giving you. Your arrangements must be exact—the way it is laid out, the positioning, everything about it. You will have only 10 minutes, which includes a maximum of two minutes to devise an appropriate plan to accomplish your task.

“The difficulty is that only two of you will be allowed into the next room to view the assembled set. The added challenge is that only one of those two may speak to the rest of the team—and then only from that room. Any questions? (If asked, the two can speak to each other while in that room, but only one may speak to the rest of the team).”

If asked, “There are no restrictions on how to communicate assembly instructions. A set of walkie-talkies is available—so you won’t have to yell from room to room. And a sketch pad is available, too. The room with the other set of blocks is (down the hall on the left). But you will have only 10 minutes total to complete your task—beginning now.”

When ready, have the team leader and one other team member (with a walkie-talkie) go into the other room where the table display is assembled. Watch the time carefully, and reassemble the entire team at the end of 10 minutes.

Reflection—How well did you complete your task—any challenges? Did you consider any other ways of communicating what the blocks in the second room looked like... and if so, what did you do? (Take a cell-phone picture and send it to another team member.) How would you reorganize who was doing what to complete your task (more effectively)?

Silent Puzzle

Equipment—A set of five envelopes, each containing certain tangram puzzle pieces

Form the group into teams of five participants (fewer is OK; someone will have two envelopes). Have each team sit at a table so they can all see the space in front of each of them, and all reach each other. Instruct the team that they are not to communicate with words in any way (no speech, hand signing, writing, etc.), and that they'll be allowed to communicate only in a very specific way.

Distribute a set of envelopes to the team. Inside each envelope are tangram puzzle pieces (made of paper or cardboard, using the set of provided patterns). Explain that the objective of the team is for each person to construct a complete square in front of them, with no extra pieces. No one is allowed *in any way* to “ask” for a piece from anyone else (no speaking, gesturing, grunting, tapping, etc.), but everyone is allowed to give a piece to anyone (this is the only allowed active form of communication) and everyone is allowed to watch anyone else work.

Most groups solve the entire puzzle in 10 to 20 minutes (but a few don't, most often because they've dropped a piece on the floor). Many groups bend the rules about communicating, especially “asking for pieces,” and that needs to be reinforced (directing someone else to give away a piece is also disallowed). Inevitably, there are questions about the objective: “yes, everyone will have a square”; “yes, everyone's square will be the same size”; “no, there are no extra pieces”; “yes, there is a solution” (more than one, in fact).

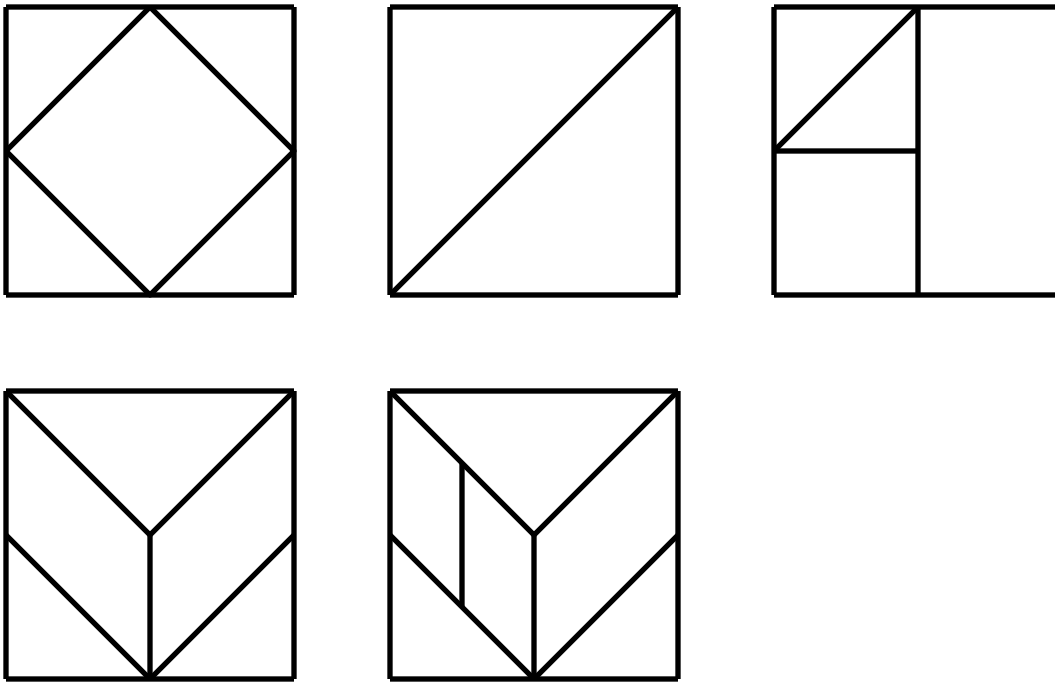
Reflection—What happened? Did you solve the puzzle? Did you solve the puzzle as individuals? Could the puzzle be solved as individuals? Tell me how you felt. Who had the two giant triangles; you solved your puzzle in two seconds, but what happened then and how did you feel? Who had the two squares; were you confused about the objectives? Who had the envelope with all the little pieces? Who had the envelope with the three weird shapes? As a team, did you employ a strategy to complete the puzzle? Was there conflict at any time?

Variations for group size:

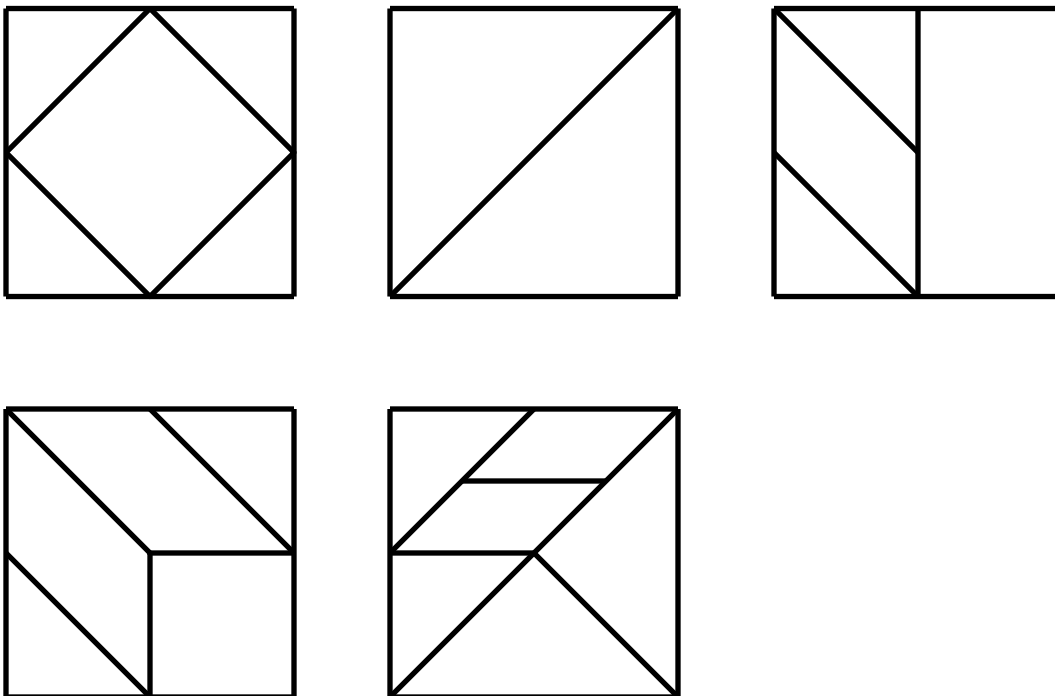
- If you have four participants, give envelopes 1 and 2 to one person.
- If you have six or seven participants, direct two people to share envelopes 4 and/or 5.
- For eight or more participants, divide the group into sets of four or more.

Silent Puzzle Solutions

Solution set 1



Solution set 2 (This set has variations: a large triangle may be swapped into the fifth block, and the two small parallelograms may be swapped into the third or fourth blocks.)



Instructions for making your own Silent Puzzle kit

You can copy and cut out the set of 6-inch squares provided. You may adjust the sizes freely, as long as all pieces are scaled the same in all dimensions. Try to not leave any printed intersections visible on cut-out pieces (they give hints).

It works very well to make 8-inch square kits (or even larger), but we can't easily print that size for you on standard paper. If you can cut out the pieces from large squares, there won't be any lines left over to provide hints. It's even better to make several sets at once using different colored sheets. You'll need to randomize the pieces between kits so that the solution squares aren't all one color.

Shapes required to make one kit:

- A: 1 medium square (the diamond in the center of a full square)
- B: 1 small square (one quarter of a full square)
- C: 1 rectangle (one half of a full square)
- D: 2 large triangles (one half of a full square)
- E: 2 medium triangles (one quarter of a full square)
- F: 10 small triangles (one eighth of a full square)
- G: 3 large parallelograms (a pair forms a chevron filling a full square)
- H: 2 small parallelograms (one large parallelogram sliced in half)

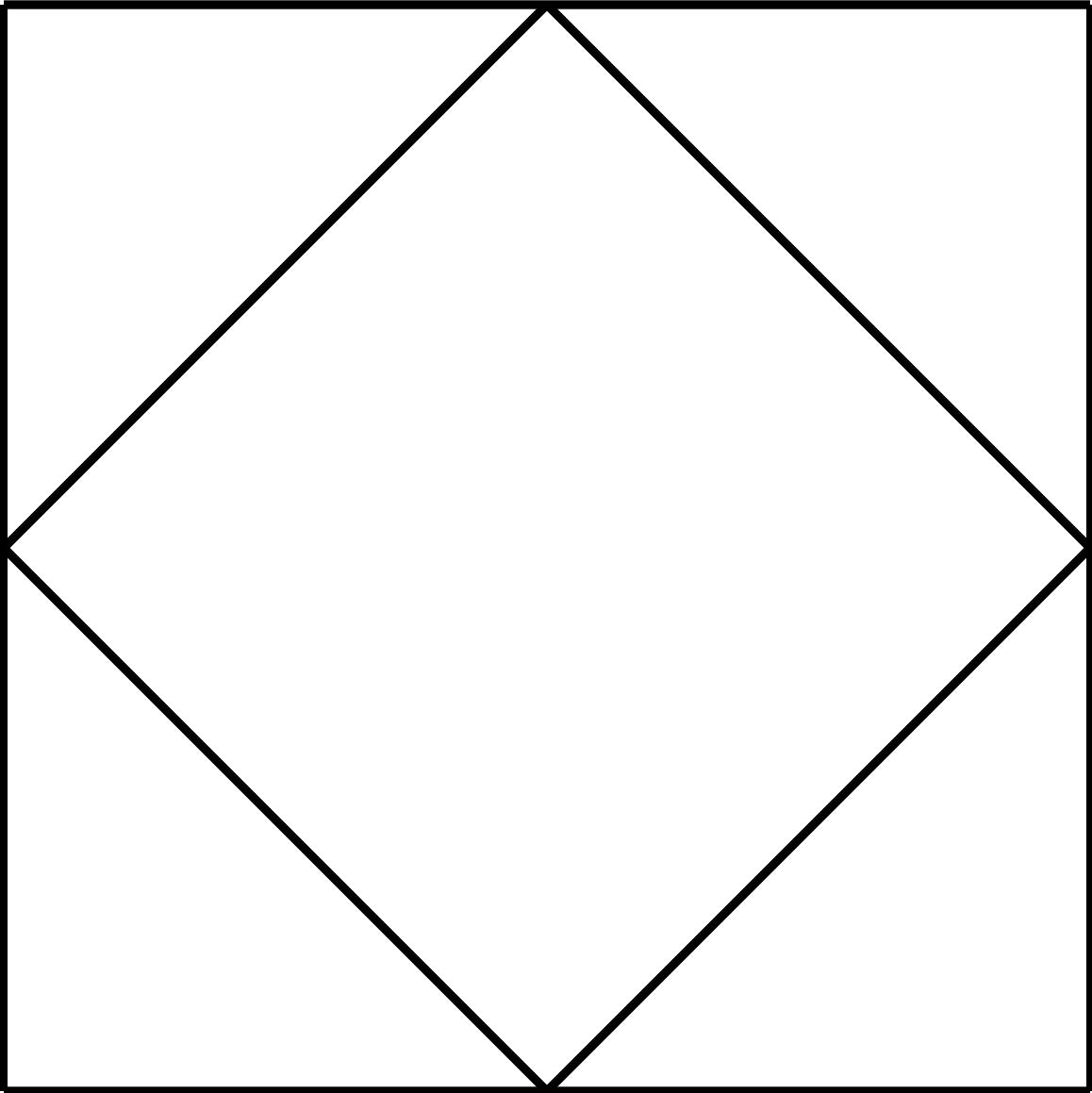
A set of five envelopes contains:

- 1: 2 D's (this person will complete the task instantly, and probably get frustrated waiting)
- 2: 1 A & 1 B (this person will be instantly confused about the rules)
- 3: 2 E's & 7 F's (this person has solutions available, but has the parts everyone needs)
- 4: 1 C, 1 G, 1 H, & 1 F (this person can almost solve his own puzzle, and will likely try to)
- 5: 2 F's, 2 G's, 1 H (this person can also almost solve his own puzzle, and will likely try to)

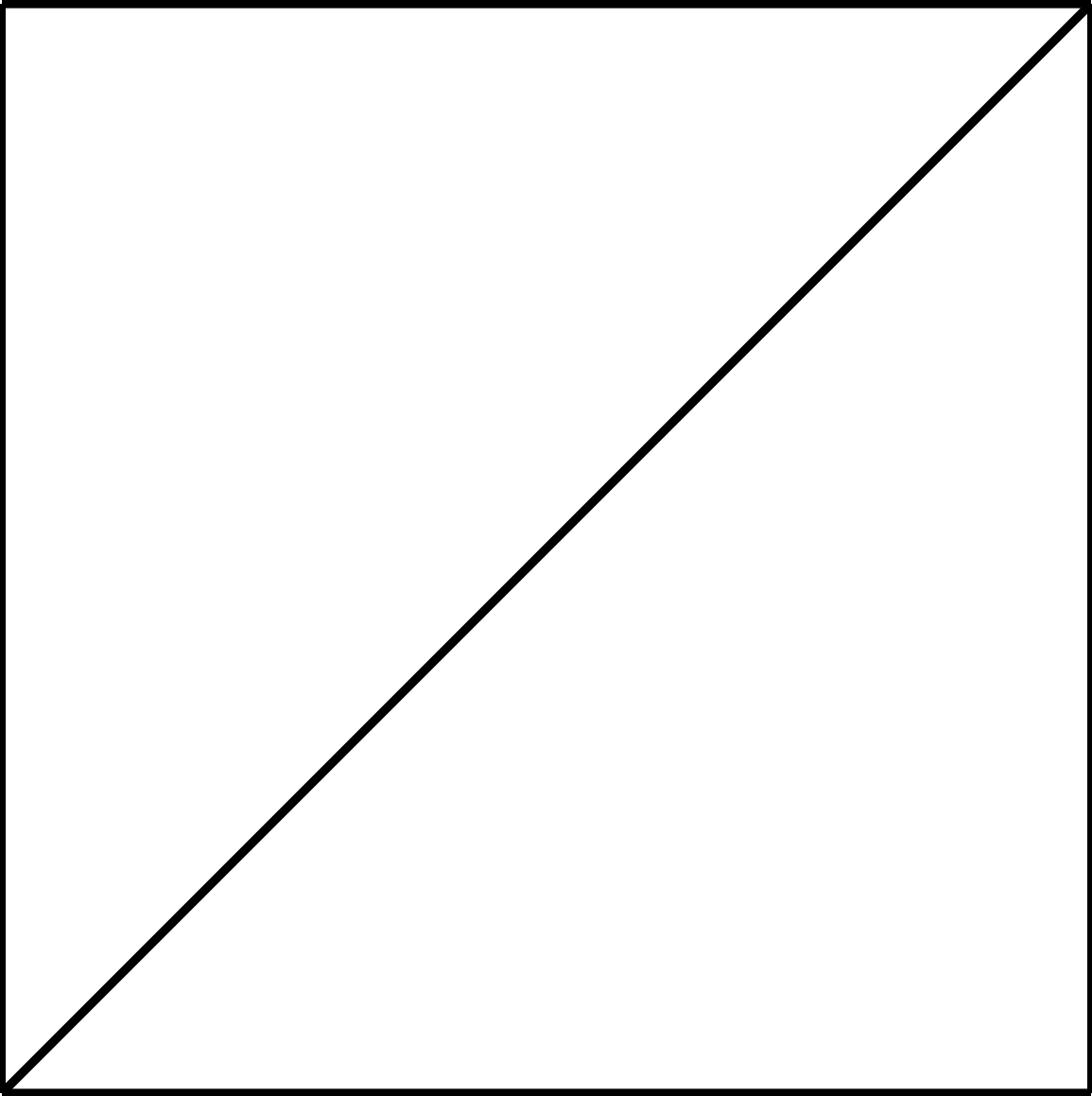
Pieces for a kit of up to 9-inch squares will fit well into five 9-by-12-inch manila envelopes, and those envelopes will fit into a 10-by-13-inch envelope along with these instructions, making an entire kit.

It helps to mark the pieces with labels indicating which envelope they go back into for future courses.

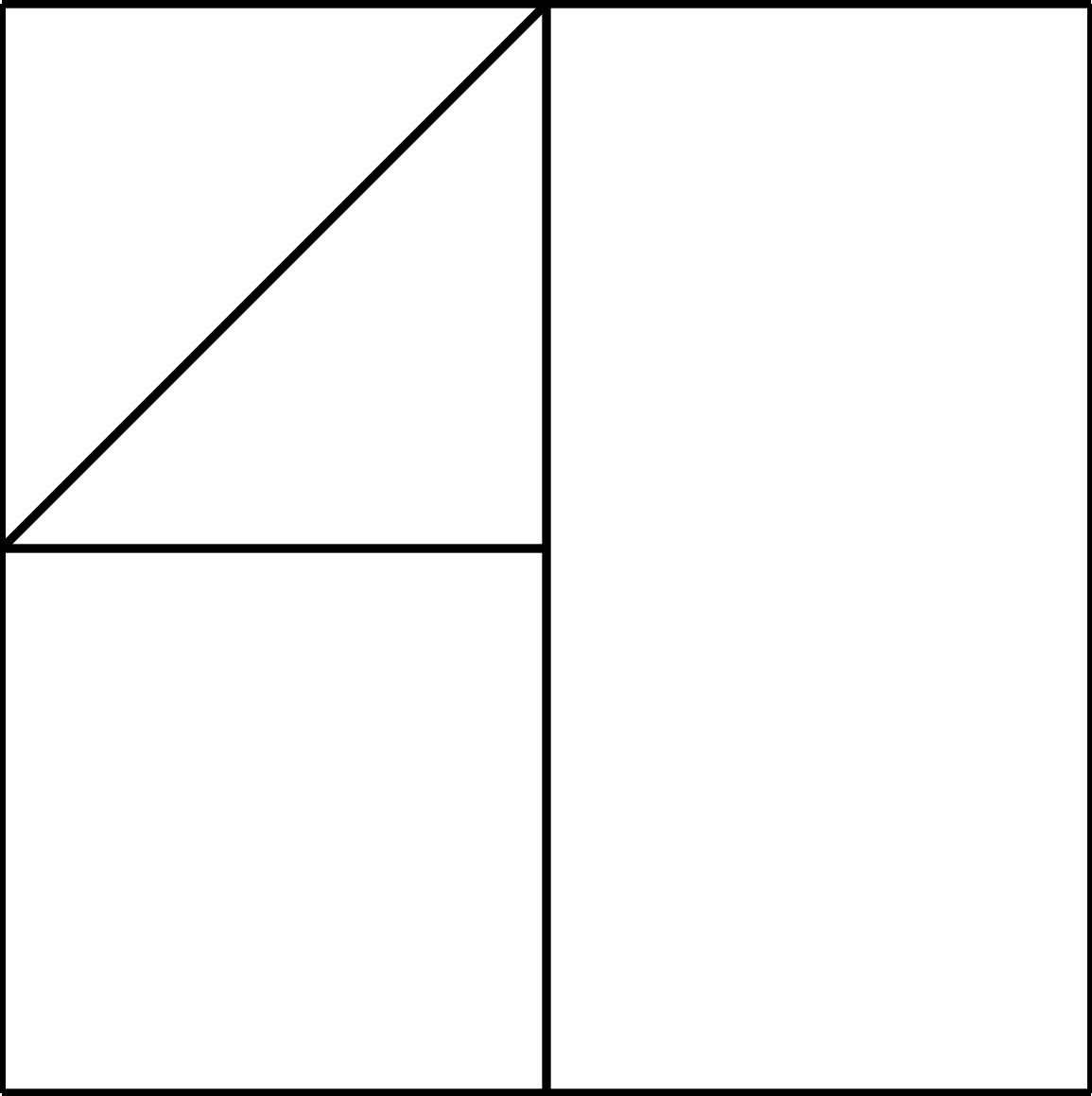
Pattern block 1



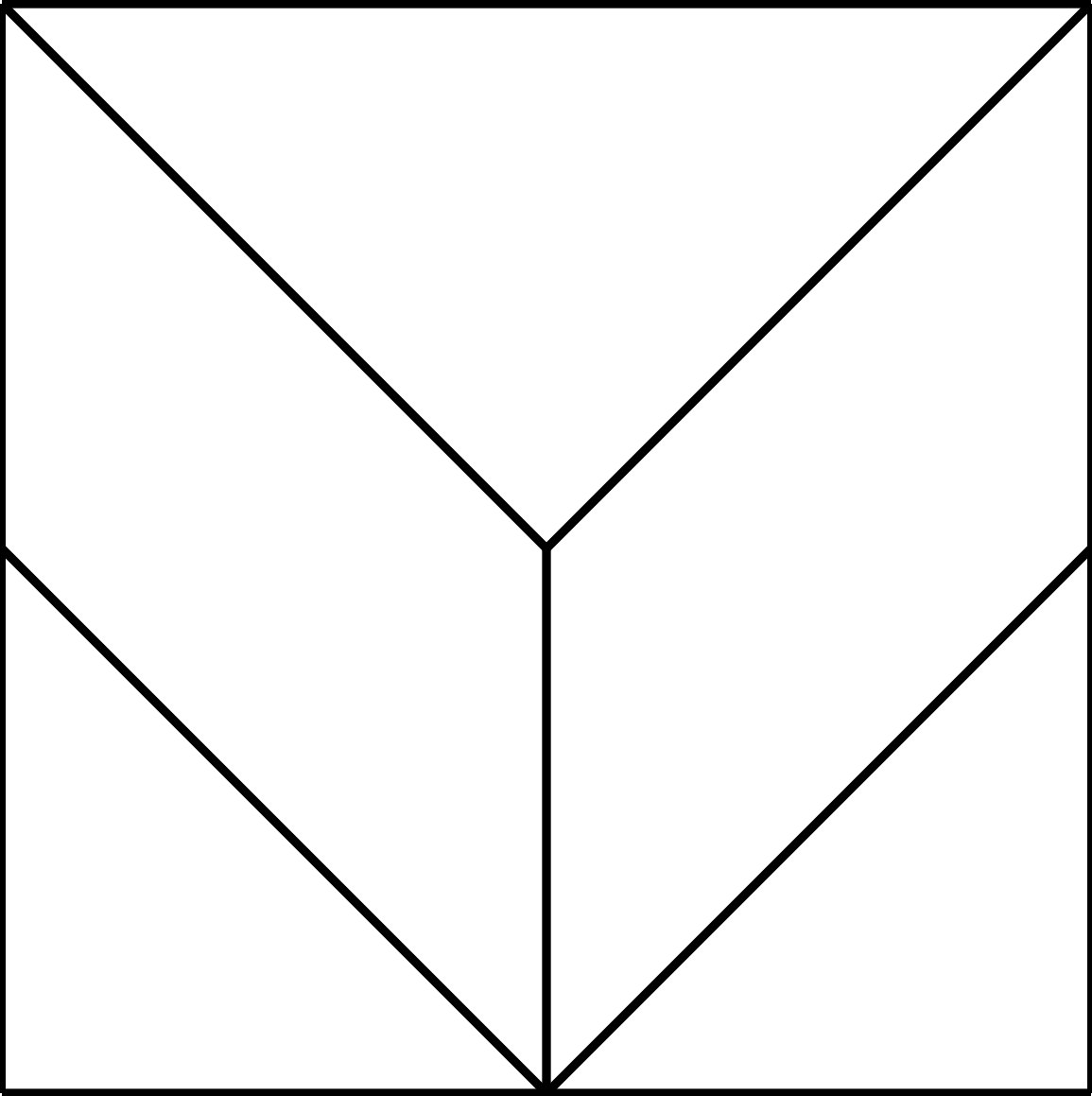
Pattern block 2



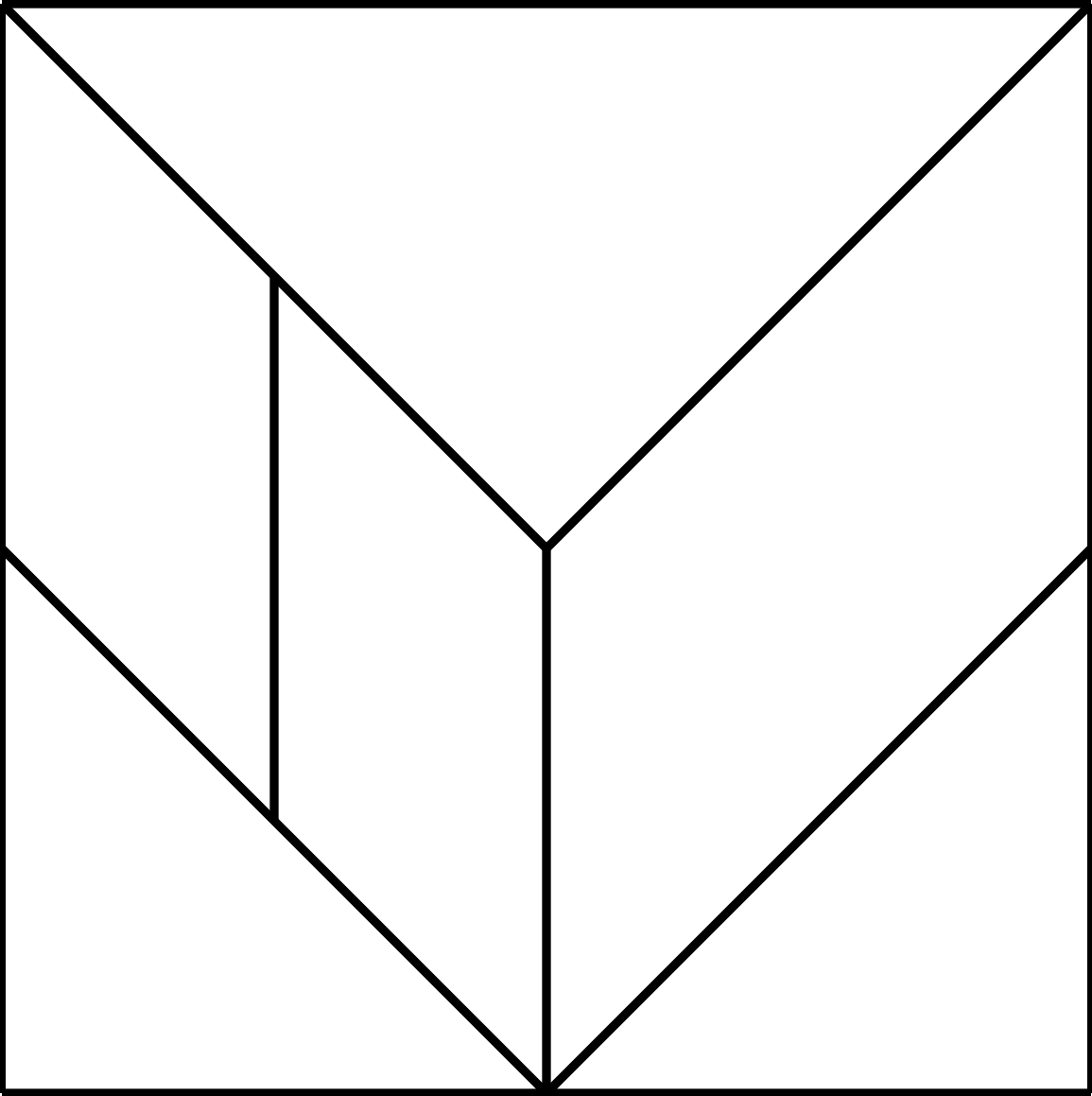
Pattern block 3



Pattern block 4



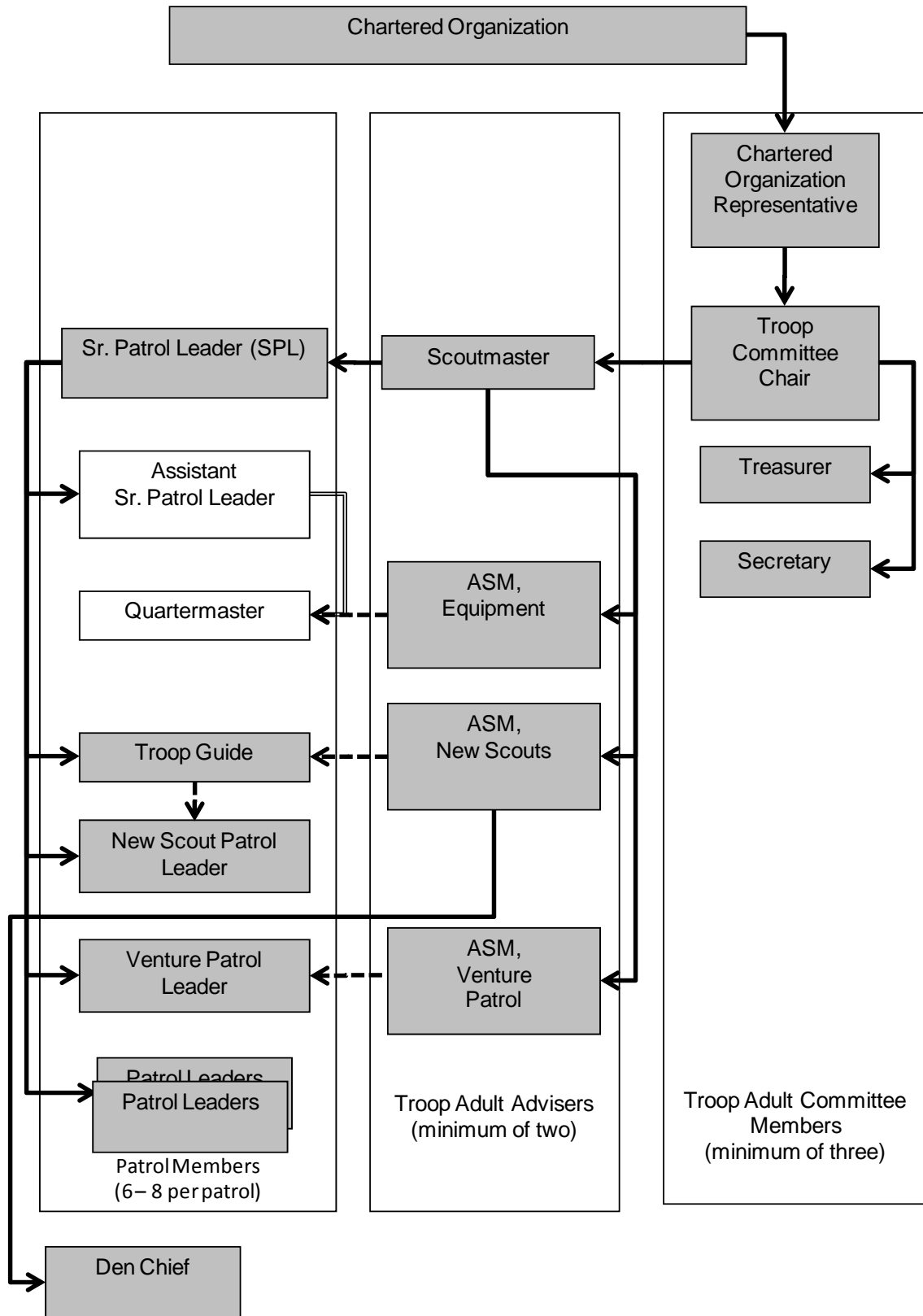
Pattern block 5





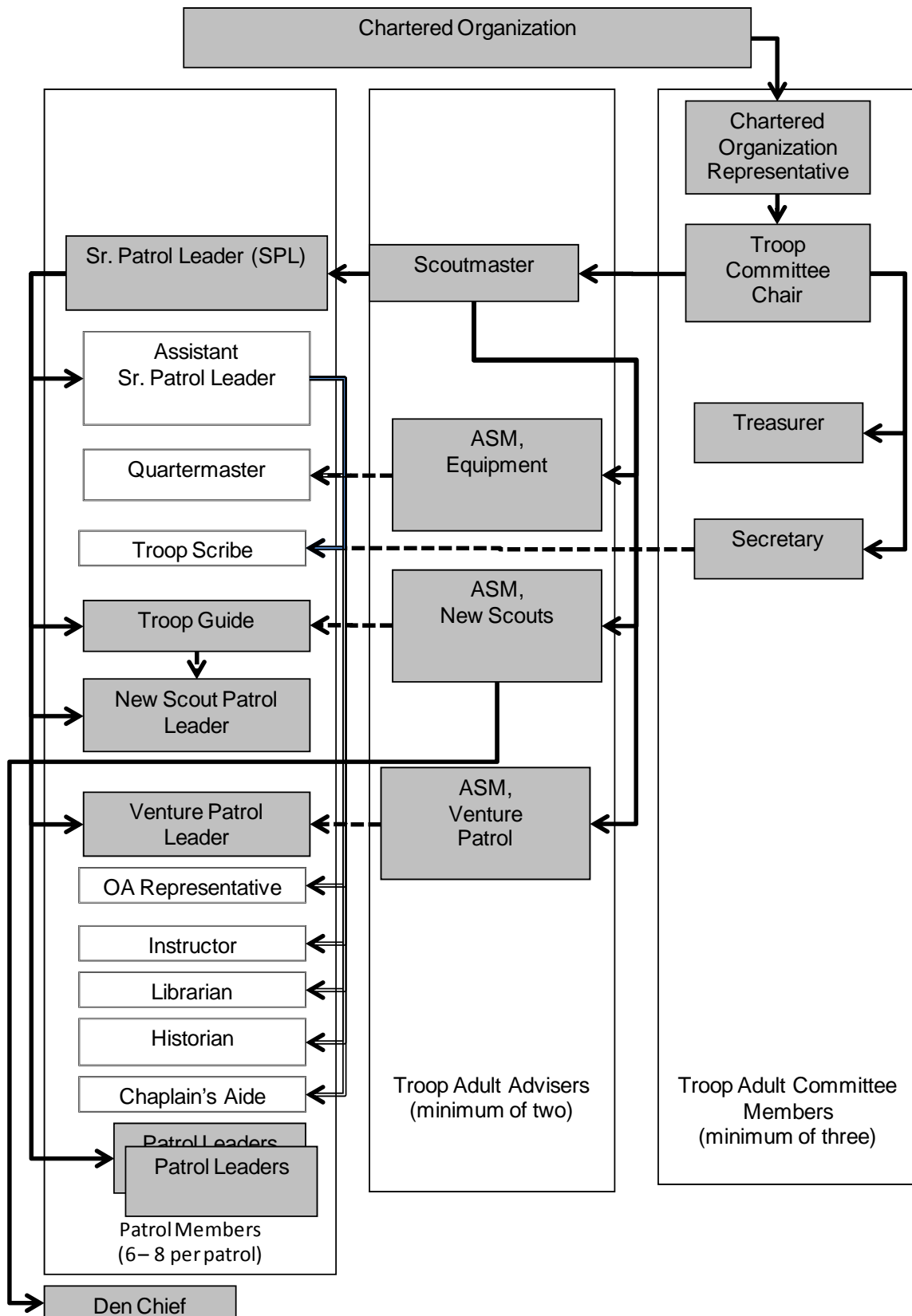
TROOP ORGANIZATION CHART

Example for a Small Troop



TROOP ORGANIZATION CHART

Example for a Large Troop



References:

- *The Boy Scout Handbook* (12th edition)
- *The Patrol Leader Handbook*
- *The Senior Patrol Leader Handbook*
- *The Scoutmaster Handbook*